DOCUMENT RESUME

ED 338 609 SP 033 421

TITLE	Chemical Health Education Resources.
INSTITUTION	New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.
PUB DATE	May 90
NOTE	114p.
PUB TYPE	Guides - Non-Classroom Use (055) -- Reference Materials - Directories/Catalogs (132)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Alcohol Abuse; *Alcohol Education; Drug Abuse; *Drug Education; Elementary School Curriculum; Elementary Secondary Education; *Health Education; *Instructional Materials; Secondary School Curriculum; State Curriculum Guides
IDENTIFIERS	New Jersey

ABSTRACT

The long-range goal of any chemical health instructional program is to reduce the incidence of risk-taking behavior among students by developing and reinforcing resistance skills. School districts should therefore develop or select a curriculum that can best facilitate skill development among their unique student populations. The purpose of this document is to provide local New Jersey school districts with an evaluation of the major K-12 commercial alcohol and other drug curricula available at present. The guide is divided into grade levels: elementary (i.e., programs for K-6 and also for K-12); junior high school (programs for grades 7, 8, 9); and high school (programs for grades 10, 11, and 12). Program descriptions include in each case title, author, publisher and edition data, as well as a brief overview, a note on special features and comments. A sample of the checklist which was used to review the curricula is included. Appendices include: general guidelines for program evaluation; publisher information; and the scope and sequence of the New Jersey State Department of Education's objectives with regard to chemical health education. (IAH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

SP

Chemical Health Education Resources

ED338609

Claire Brown, Age 9

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Richard Vespucci

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

New Jersey State Department of Education • Division of General Academic Education

SP033421

BEST COPY AVAILABLE

CHEMICAL HEALTH EDUCATION RESOURCES

Saul Cooperman
Commissioner

Joel Bloom
Assistant Commissioner
Division of General Academic Education

New Jersey State Department of Education
225 West State Street
CN 500
Trenton, New Jersey 08625

May, 1990

PTM #1000.18

STATE BOARD OF EDUCATION

JAMES A. JONES..... Teaneck
President

ROBERT A. WOODRUFF..... Elmer
Vice President

S. DAVID BRANDT..... Cherry Hill

MAUD DAHME..... Annandale

BETTY A. DEAN..... East Orange

MATEO F. DeCARDENAS..... Union City

ANNE S. DILLMAN..... Perth Amboy

ALICE A. HOLZAPFEL..... Elizabeth

REGAN KENYON..... Princeton

JOHN T. KLAGHOLZ..... Seaside Park

NANCY SCHAENEN..... Madison

JAMES M. SEABROOK, SR..... Bridgeton

DEBORAH P. WOLFE..... Cranford
Representing the State Board of Higher Education

Saul Cooperman, Commissioner of Education
Secretary

T. Edward Hollander, Chancellor of Higher Education
Ex-Officio

CONTENTS

	Page
INTRODUCTION	i
ELEMENTARY AND K-12 PROGRAMS	1
JUNIOR HIGH SCHOOL PROGRAMS	49
HIGH SCHOOL PROGRAMS	67
APPENDIX A - SAMPLE CHECKLIST	85
APPENDIX B - SCOPE AND SEQUENCE FOR CHEMICAL HEALTH EDUCATION	91
APPENDIX C - PROGRAM EVALUATION	97
APPENDIX D - PUBLISHER INFORMATION	107
BIBLIOGRAPHY	115

CHEMICAL HEALTH EDUCATION RESOURCES

INTRODUCTION

Alcohol and other drugs are used in significant proportions among New Jersey's school students. In a 1986 statewide survey, Drug and Alcohol Use Among New Jersey High School Students, 61.9 percent of surveyed students reported having used alcohol in the last month; 21.3 percent reported having used marijuana in the last month. Over one-third of those students who reported ever having used substances indicated that their initial use was prior to 7th/8th grade. The 1986 survey also reported an appreciable decline in the use of some substances mirroring national data, which show a continuing decline in student alcohol and marijuana use since 1980. These trends are convincing indications of the success of the educational efforts of schools, parents, and the media.

N.J.A.C. 6:29-2, the Substance Abuse Code, mandates an instructional program at each grade level, K-12, on the nature and effects of alcohol and controlled dangerous substances. The instructional program must be consistent with the New Jersey State Department of Education's Chemical Health Education Guidelines. These guidelines delineate the four components of a comprehensive substance abuse curriculum: substance use and abuse information, self-awareness, and interpersonal and decision-making skill development. Within each component, educational objectives are defined for varying grade levels.

In planning a substance abuse educational program, a district should assess its current instructional program as it compares with the scope and sequence of the department's objectives, as noted in the Chemical Health Education Guidelines found in Appendix B of this document. The district will also want to examine the philospophy, social attitudes, and patterns of its schools and community.

The long-range goal of any chemical health instructional program is to reduce the incidence of risk-taking behavior among students by developing and reinforcing resistence skills. A district will want to develop or select a curriculum, therefore, which can best facilitate skill development among its unique student population. The purpose of this document is to provide local districts with an evaluation of the major commercial alcohol and other drug curricula available today. The curricula included in this guide were selected based upon a statewide curriculum survey conducted by the New Jersey Alcohol/Drug Resource Center and Clearinghouse in December, 1988. Some programs were not included because they are currently undergoing major revision, and copies were not available for review.

The curricula were reviewed by using a checklist adapted from the Handbook for Evaluation and Selection of Curriculum Materials by Meredith Damien Gall. The checklist includes subject matter content, publication, and cost information, as well as physical properties. A sample checklist is provided in Appendix A so that districts may review curricula not included in this report or programs that were locally developed.

In addition, a summary of the content of each curriculum by grade level is provided. The summary is located in chart form on the page opposite each curriculum overview and indicates the student outcomes addressed by the reviewed curriculum.

The guide is divided into grade levels: elementary (i.e., programs for K-6 or K-12), junior high school (i.e., grades 7, 8, 9) and high school (i.e., grades 10, 11, and 12). General guidelines for program evaluation are found in Appendix C, and publisher information is contained in Appendix D.

Finally, districts are reminded that teacher training is a critical component of program implementation. A curriculum should not be brought into the classroom without the orientation and sensitization requisite to chemical health education. Each local board of education must provide time for in-service training during the usual school schedule in order to ensure that appropriate teaching staff are prepared to teach the educational program in each grade in each school district (N.J.S.A. 18A-40A-3).

ELEMENTARY AND K-12 PROGRAMS

ELEMENTARY AND K-12 PROGRAMS

PAGE

ABC'S OF PREVENTION (K-3) 4

ALCOHOL: THE GATEWAY DRUG (K-12) 6

BEING FREE (K-12) 8

CHILDREN ARE PEOPLE CHEMICAL ABUSE PREVENTION (K-6) 10

DECISIONS ABOUT DRINKING (3-12) 12

DIS N' DAT (4-6) 14

DON'T BE A DOPE ... SAY NOPE (not graded) 16

HEALTH SKILLS FOR LIFE (K-12) 18

HERE'S LOOKING AT YOU, 2000 (K-12) 20

I'M SPECIAL (3 and 4) 22

IT'S YOUR CHOICE SERIES (5-8) 24

LEARNING ABOUT DRINKING (K-3) 26

LEARNING ABOUT DRUGS (K-6) 28

MC GRUFF'S DRUG PREVENTION AND CHILD PROTECTION PROGRAM (K-6) 30

MORE MAKING FRIENDS, MAKING CHOICES (K-6) 32

NOT FOR ME (Elementary) 34

OPERATION AWARE (4-6) 36

PARENT AND STUDENT SUBSTANCE USE PREVENTION (PASS-UP) (6 and 7) 38

PROJECT CHARLIE (K-6) 40

PROJECT OZ (K-12) 42

TEACHING ABOUT DRUGS (K-12) 44

WACADA (K-6) 46

TITLE: **ABC'S OF PREVENTION**
AUTHOR: KAY VALLER, CINDY DODGE, and SHARON GOODRICH
PUBLISHER: SAN JUAN UNIFIED SCHOOL DISTRICT
EDITION DATE: NOT AVAILABLE COST: $45.00
GRADE LEVEL: K - 3

OVERVIEW

This is the first of a two-part program (the second, for grades 4-6, is listed under the title DIS 'N DAT). The ABC'S OF PREVENTION contains basic information on life skills and substance use/abuse, and is articulated logically through the grade levels.

SPECIAL FEATURES

- The Teacher Information section addresses reasons for students becoming at risk for violent and self-destructive behaviors and the "7 basics" that an effective school program (not only a prevention program) should emphasize to reduce those risks.
- An expanded outline of the program goals includes a rationale for the goals and some strategies on how to attain them.
- The Resource Section lists materials and resources specific to the San Juan school system.
- There are at least ten lessons per grade level; some use audiovisual materials.
- The curriculum itself is color-coded by grade level.
- The activities are varied and include use of puppets, paper and crayons, water, and worksheets. A minimum of five of the activities should be used for each unit.

COMMENTS

The information contained in the lessons is detailed and factual. The objectives of each lesson are clear, and the activity is geared to attain the objective. The program places considerable emphasis on a child's role in a family. Chores, rules, finances, and the role of an adult in child care are all topics of activities. Lessons focus on coping with physical stress, and coping skills are addressed through techniques for relaxation and "energizing."

ABC'S OF PREVENTION

GRADE LEVEL CONTENT:	K-2*	3-6	7-9	10-12
Substance use/abuse				
-detailed, factual information	YES	-	-	-
-identifies local resources	YES	-	-	-
Self-Awareness				
-self-identity	YFS	-	-	-
-self-image as it relates to behavior	YES	-	-	-
Interpersonal Skills				
-personal behavior as it relates to others	YES	-	-	-
-peer influence	YES	-	-	-
-appropriate expression of feelings	YES	-	-	-
Decision-Making Skills				
-strategies	YES	-	-	-
-coping skills	YES**	-	-	-
-refusal skills	YES	-	-	-
-effects of decisions	YES	-	-	-

* Includes grades K, 1, 2, and 3
** See narrative for additional information

TITLE: **ALCOHOL: THE GATEWAY DRUG**
AUTHOR: NEW YORK STATE DIVISION OF ALCOHOLISM AND ALCOHOL ABUSE
PUBLISHER: NEW YORK STATE EDUCATION DEPARTMENT
EDITION DATE: 1986 COST: FREE
GRADE LEVEL: K - 12

OVERVIEW

ALCOHOL: THE GATEWAY DRUG, a supplement to the New York State drug education curriculum, is alcohol-specific, and was developed to establish a closer relationship between the educational strategies and legislated public policy of the state. The goal of the curriculum is to promote understanding that the only low-risk choice for children and adolescents is to not use alcohol.

SPECIAL FEATURES

- The activities section of this guide develops a series of messages into specific exercises for primary grades, intermediate grades, and junior and senior high schools.
- Hands-on materials and activities are included in all lessons.
- Lessons for the higher grades use films, pamphlets, and discussion. Concepts are developed through the use of skits or brainstorming.
- The section following the activity guide details some programs and policies that support the goals of this curriculum. Discussed are New York State drug testing and disciplinary policies and school-based and non-school-based programs. The curriculum guide concludes with an extensive bibliography of books and films on alcohol, alcohol use, and alcoholism.

COMMENTS

The document contains complete information on alcohol, alcohol use and abuse, and alcoholism. The activities are simplistic in design, and there could be more direction for the instructor; yet each activity is specific to the development of its message. Districts wishing to supplement their drug education curriculum with an alcohol-specific program may want to consider this guide.

ALCOHOL: THE GATEWAY DRUG

GRADE LEVEL CONTENT:	K-2	3-6	7-9	10-12
Substance use/abuse				
-detailed, factual information	YES	YES	YES	YES
-identifies local resources	YES	YES	YES	YES
Self-Awareness				
-self-identity	NO	NO	NO	NO
-self-image as it relates to behavior	NO	NO	NO	NO
Interpersonal Skills				
-personal behavior as it relates to others	NO	NO	NO	NO
-peer influence	YES	YES	YES	YES
-appropriate expression of feelings	YES	YES	YES	YES
Decision-Making Skills				
-strategies	NO	NO	NO	NO
-coping skills	YES	YES	YES	YES
-refusal skills	YES	YES	YES	YES
-effects of decisions	YES	YES	YES	YES

TITLE: **BEING FREE**
AUTHOR: NOT GIVEN
PUBLISHER: MINNESOTA PREVENTION RESOURCE CENTER
EDITION DATE: 1985 COST: $9.00
GRADE LEVEL: K - 12

OVERVIEW

BEING FREE is an alcohol and drug prevention curriculum supplement designed for American Indian youth. It was developed with the special characteristics, experiences, and perspectives of Native Americans in mind. Administrators should be aware that this is a supplemental program, and it is geared to a very distinct population.

SPECIAL FEATURES

- Specific aspects of the Native American culture were incorporated into this curriculum to make it meaningful to that population. For example, storytelling, as a major feature of native American culture, is used in the early grades to relay information and elicit discussion.

COMMENT

Throughout the program, the resources and illustrations use Native Americans as role models and focus on the Native American culture. The alcohol and other drug information is present, but appears secondary to the cultural aspects of the program.

This supplemental curriculum emphasizes alcohol over other drugs. It was created to target Native American youth. Other populations may not find this program as meaningful.

BEING FREE

GRADE LEVEL CONTENT:	K-2*	3-6*	7-9	10-12
Substance use/abuse				
-detailed, factual information	YES	YES	YES	YES
-identifies local resources	NO	NO	NO	NO
Self-Awareness				
-self-identity	YES	YES	YES	NO
-self-image as it relates to behavior	YES	NO	YES	NO
Interpersonal Skills				
-personal behavior as it relates to others	YES	NO	YES	NO
-peer influence	NO	YES	YES	NO
-appropriate expression of feelings	YES	YES	YES	NO
Decision-Making Skills				
-strategies	NO	NO	YES	YES
-coping skills	NO	YES	YES	NO
-refusal skills	NO	YES	YES	NO
-effects of decisions	YES	YES	YES	YES

* Grades K-3 and 4-6

TITLE: **CHILDREN ARE PEOPLE CHEMICAL ABUSE PREVENTION**
AUTHOR: ROKELLE LERNER and BARBARA NAIDITCH
PUBLISHER: CHILDREN ARE PEOPLE PROGRAMS, INC.
EDITION DATE: 1985 COST: $128.70 + training
$165.00 without training
GRADE LEVEL: K - 6

OVERVIEW

The CHILDREN ARE PEOPLE CHEMICAL ABUSE PREVENTION program is an easy to read, easy-to-follow curriculum for grades K-6. The program is based on group discussion and hands-on activities with the teacher as the instructional leader. Discussions are focused, and conclusions are not left to group dynamics. This program relies on group interaction among young children, a population which tends to be open and sharing. Therefore, the instructor should be trained to deal with the issues raised by such open interchange. Peer pressure, the role it plays in a child's life, and means to cope with peer influence are thoroughly addressed. The curriculum emphasizes decision-making and coping skills.

SPECIAL FEATURES

- A resource guide for each grade level contains a wide range of books, pamphlets, films, and filmstrips.
- The use of discussion and hands-on methodology lends itself to use with any group, regardless of learner characteristics.
- A detailed guide to community resources is provided.
- A discount in the cost of this program is provided if training is purchased through the publisher, but training is not required.

COMMENTS

In some areas, primarily in the early K-2 grade lessons, the curriculum does not fully develop the issue it raises. For example, Grade 1, Lesson 19 states, "Secrets can be fun and can be a way of playing with a new friend." The lesson then discusses friendships and secrets with close friends. It does not recognize that at this age, secrets can also hide dangerous activities being pursued by "new friends." This potentially negative side of keeping secrets is not addressed. In addition, throughout the curriculum, defense mechanisms are portrayed as negative and without recognition of the positive function they may serve.

CHILDREN ARE PEOPLE CHEMICAL ABUSE PREVENTION

GRADE LEVEL CONTENT:	K-2	3-6	7-9	10-12
Substance use/abuse				
-detailed, factual information	YES	YES	-	-
identifies local resources	YES	YES	-	-
Self-Awareness				
-self-identity	YES	YES	-	-
-self-image as it relates to behavior	YES	YES	-	-
Interpersonal Skills				
-personal behavior as it relates to others	YES	YES	-	-
-peer influence	YES	YES	-	-
-appropriate expression of feelings	YES	YES	-	-
Decision-Making Skills				
-strategies	YES	YES	-	-
-coping skills	YES	YES	-	-
-refusal skills	YES	YES	-	-
-effects of decisions	YES	YES	-	-

TITLE: **DECISIONS ABOUT DRINKING**
AUTHOR: DIXIE MILLS, CHARLES DEUTSCH, and LENA DI CICCIO
PUBLISHER: CASPAR ALCOHOL EDUCATION PROGRAM
EDITION DATE: 1987 COST: $125.00
GRADE LEVEL: 3 - 12

OVERVIEW

DECISIONS ABOUT DRINKING is a curriculum dealing only with alcohol. Through a series of planned activities, the teacher and students explore all aspects of alcohol and decisions about alcohol use or non-use. The curriculum has been validated by both the U.S. Department of Education and the National Diffusion Network.

The cost of this curriculum does not include consumable materials or teacher training which is critical to program implementation. The instructor must be provided the opportunity to examine his/her experiences, attitudes, and biases about drinking before delivering the program. The curriculum stresses responsible decision making about alcohol use.

SPECIAL FEATURES

- The teacher's manual is formatted clearly and is easy to follow. It does not, however, contain all the necessary materials; additional resources must be purchased. The introduction emphasizes the importance of teacher attitudes and methodology. Suggestions are offered to match lessons to learners. Strategies are included on conducting small group and classroom discussions, role play, writing activities, debates, and lectures, so that the teacher may maximize the impact of these techniques. The resource section contains factual information, including a glossary of terms, activity sheets, and evaluation instruments.

COMMENTS

This is a substantive program, and students completing it will be exposed to the major issues and concerns regarding alcohol use and non-use and the factors that influence decisions about these. It is important to note that, although there are lessons that address abstinence, responsible use receives the focus of this curriculum. "CASPAR's approach has been that it is inappropriate for a public school to adopt a position either for or against drinking" (p. 2).

DECISIONS ABOUT DRINKING

GRADE LEVEL CONTENT:	K-2	3-6	7-9	10-12
Substance use/abuse				
-detailed, factual information	-	YES	YES	YES
-identifies local resources	-	YES	YES	YES
Self-Awareness				
-self-identity	-	NO	NO	NO
-self-image as it relates to behavior	-	NO	NO	NO
Interpersonal Skills				
-personal behavior as it relates to others	-	NO	YES	YES
-peer influence	-	YES	YES	YES
-appropriate expression of feelings	-	NO	NO	NO
Decision-Making Skills				
-strategies	-	YES	YES	YES
-coping skills	-	NO	YES	YES
-refusal skills	-	NO	YES	YES
-effects of decisions	-	YES	YES	YES

TITLE: **DIS 'N DAT**
AUTHOR: KAY VALLER, CINDY DODGE, and SHARON GOODRICH
PUBLISHER: SAN JUAN UNIFIED SCHOOL DISTRICT
EDITION DATE: 1982 COST: $45.00
GRADE LEVEL: 4 - 6

OVERVIEW

DIS 'N DAT is the second part of the San Juan Unified School District's prevention curriculum (The first part, the ABC'S OF PREVENTION, which was reviewed in this document, is for grades K-3). DIS 'N DAT is filled with facts about drugs, alcohol, smoking, and healthy habits. Students learn not only how substances affect the body, but also some basic anatomy and biology.

SPECIAL FEATURES

- Based on the theories of noted educational researcher Madeline Hunter, the teacher's introduction is designed to assist in planning effective lessons.
- The curriculum guide contains a Drug Information Section and a glossary of slang terms.
- Each section is color-coded, with the appropriate grade level printed on the first page of the lesson. Lessons are conducted via a variety of methodologies and activities.

COMMENTS

This curriculum guide is not as easy to follow as that of the ABC'S OF PREVENTION, nor are the activities as varied. In addition, while the curriculum reinforces and further develops the K-3 cognitive objectives, there is little development of affective skills at the 4-6 grade level.

The program addresses its own limitations: the use of slang terms which regionalize the material, the inclusion of legal issues specific to California, and a resource guide specific to the Sacramento area.

A district could implement this curriculum with minimal expense, mindful of the limitations discussed above.

DIS N' DAT

GRADE LEVEL CONTENT:	K-2	3-6*	7-9	10-12
Substance use/abuse				
-detailed, factual information	-	YES	-	-
-identifies local resources	-	YES	-	-
Self-Awareness				
-self-identity	-	NO	-	-
-self-image as it relates to behavior	-	YES	-	-
Interpersonal Skills				
-personal behavior as it relates to others	-	NO	-	-
-peer influence	-	YES	-	-
-appropriate expression of feelings	-	YES	-	-
Decision-Making Skills				
-strategies	-	YES	-	-
-coping skills	-	YES	-	-
-refusal skills	-	YES	-	-
-effects of decisions	-	YES	-	-

* Includes grades 4, 5, and 6

TITLE: **DON'T BE A DOPE...SAY NOPE**
AUTHOR: BECKY JONES-CALABRO and JACQUELINE LEWIS
PUBLISHER: IMPERIAL INTERNATIONAL LEARNING CORP.
EDITION DATE: 1987 COST: $3.95 Student manual
$5.95 Teacher manual
GRADE LEVEL: YOUNG CHILDREN AND SPECIAL POPULATION CHILDREN

OVERVIEW

DON'T BE A DOPE...SAY NOPE is designed for use with young children and special populations although appropriate grade levels are not defined. It is a single course to educate children about responsible use of drugs and the differences among over-the-counter, prescription, and illegal drugs. Use, abuse, and legal implications are topics not included as a part of this course; the recommendation is to invite guest speakers (local police, drug or alcohol counselors) into the classroom to handle this content.

SPECIAL FEATURES

- The student workbook has bold print and large illustrations for ease of use by young children or the special needs children.
- The teacher's manual contains basic information on drugs, but a teacher not familiar with this subject area would need additional resources or training to provide greater depth to the course.
- The variety of hands-on activities are designed to hold the interest of the target population.
- The manuals contain the worksheets and materials needed to provide the basic course instruction.

COMMENTS

Young children eagerly share their private lives. During this course, children may voice parental habits or abuses. Emotional issues may be raised. One story tells of a baby brother killed by a drunk driver...a sensitive topic for a child who has experienced a loss. The teacher must be sensitive to these kinds of issues and be able to respond appropriately to such openness and sharing.

DON'T BE A DOPE...SAY NOPE

GRADE LEVEL CONTENT:	K-2*	3-6*	7-9	10-12
Substance use/abuse				
-detailed, factual information	YES	-	-	
-identifies local resources	NO	-	-	
Self-Awareness				
-self-identity	NO	-	-	
-self-image as it relates to behavior	NO	-	-	
Interpersonal Skills				
-personal behavior as it relates to others	NO	-	-	
-peer influence	NO	-	-	
-appropriate expression of feelings	NO	-	-	
Decision-Making Skills				
-strategies	MINIMAL	-	-	
-coping skills	NO	-	-	
-refusal skills	MINIMAL	-	-	
-effects of decisions	MINIMAL	-	-	

* Grade level is not defined.

TITLE: **HEALTH SKILLS FOR LIFE**
AUTHOR: JAMES A. TERHUNE
PUBLISHER: EUGENE 4-J SCHOOL DISTRICT
EDITION DATE: 1987 COST: $1,180.00
GRADE LEVEL: K - 12

OVERVIEW

HEALTH SKILLS FOR LIFE is a comprehensive health curriculum with 118 identified topics.

SPECIAL FEATURES

- An Administrator's Guide introduces the program, providing a scope and sequence that includes goals, performance indicators, and content; guides for implementation and evaluation are also included.
- A separate guide contains recommendations for program preparation and strategies for implementation at each grade level.
- The curriculum guides for teachers are clear and easy to follow.
- The 118 specific topics translate into unit goals. Each goal is distinctly outlined in its own section with an evaluation component specific to the goal. The goals incorporate content from family life, as well as drug prevention programs.
- A supplemental materials listing includes audiovisual materials that can be used, as well as national and local organizations and resources to be considered.
- Unit tests are included.

COMMENTS

HEALTH SKILLS FOR LIFE promotes the holistic approach to health education. Students are taught the effects of alcohol and other drugs on the whole person. Districts considering this program should review the curriculum carefully to ensure that the approach to sexuality and family life education conform to the district's philosophy and state mandates.

HEALTH SKILLS FOR LIFE

GRADE LEVEL CONTENT:	K-2	3-6	7-9*	10-12
Substance use/abuse				
-detailed, factual information	MINIMAL	YES	YES	YES
-identifies local resources	YES	YES	YES	YES
Self-Awareness				
-self-identity	YES	YES	NO	YES
-self-image as it relates to behavior	NO	NO	NO	YES
Interpersonal Skills				
-personal behavior as it relates to others	YES	YES	YES	YES
-peer influence	YES	YES	YES	YES
-appropriate expression of feelings	YES	YES	YES	YES
Decision-Making Skills				
-strategies	YES	YES	YES	YES
-coping skills	YES	YES	YES	YES
-refusal skills	YES	YES	YES	YES
-effects of decisions	YES	YES	YES	YES

* Grade 9 is included with 10, 11, and 12.

TITLE: **HERE'S LOOKING AT YOU, 2000**
AUTHOR: NEAL STARKMAN and CLAY ROBERTS
PUBLISHER: ROBERTS, FITZMAHAN AND ASSOCIATES
EDITION DATE: 1986 COST: $7,250.00
GRADE LEVEL: K - 12

OVERVIEW

HERE'S LOOKING AT YOU, 2000 is a comprehensive, K-12 curriculum involving parents, cross-age teaching, and cooperative team learning. Each grade-level "kit" is self-contained and includes a teacher's manual (with lesson plans), videotapes, puppets, software, books, etc. The core of the program for grades 4-12 is a "refusal skills" technique. All grade-level objectives are targeted to the reduction of risk factors that have been identified as predictors for adolescent substance abuse.

SPECIAL FEATURES

The curriculum contains everything needed to conduct this program.

- The handouts are clear, bold, and interesting.
- The audiovisuals are both fun and informative.
- There are puppets, displays of pills, games, books, and other types of hands-on items to reinforce the factual material and keep the lessons moving.
- The resource supplement contains a scope and sequence indicating the information that is articulated through each grade level.
- Common strands throughout the curriculum include substance abuse information, social skills development, decision making, and bonding to pro-social institutions - all presented in an age-appropriate manner.
- The teacher training component, when properly implemented, is most effective.

COMMENTS

HERE'S LOOKING AT YOU, 2000 is a self-contained, easy-to-use curriculum. Districts considering its purchase should know that teacher training is critical to successful implementation. In addition, the cost may preclude some smaller districts from purchasing the program. Those districts are advised to begin with the elementary "kits" and systematically integrate the HERE'S LOOKING AT YOU, 2000 curriculum into their programs. In addition, these districts may want to form consortia to make the purchase of materials feasible.

HERE'S LOOKING AT YOU, 2000

GRADE LEVEL CONTENT:	K-2	3-6	7-9	10-12
Substance use/abuse				
-detailed, factual information	YES	YES	YES	YES
-identifies local resources	YES	YES	YES	YES
Self-Awareness				
-self-identity	YES	YES	YES	YES
-self-image as it relates to behavior	YES	YES	YES	YES
Interpersonal Skills				
-personal behavior as it relates to others	YES	YES	YES	YES
-peer influence	YES	YES	YES	YES
-appropriate expression of feelings	YES	YES	YES	YES
Decision-Making Skills				
-strategies	YES	YES	YES	YES
-coping skills	YES	YES	YES	YES
-refusal skills	YES	YES	YES	YES
-effects of decisions	YES	YES	YES	YES

TITLE: I'M SPECIAL
AUTHOR: TAMARA SMITH LESESNE
PUBLISHER: THE DRUG EDUCATION CENTER
EDITION DATE: 1986 COST: $10.00
GRADE LEVEL: 3 and 4

OVERVIEW

The I'M SPECIAL program consists of one manual containing a trainer's outline, eight lesson plans, and a resource section. The eight one-hour sessions are intended to increase the students' self-esteem and sense of identity, to develop decision-making and communication skills, and to promote a better understanding of feelings (p. 11).

SPECIAL FEATURES

- Lesson plans permit flexibility.
- The activities are enticing to children and clearly laid out for the teacher, with the purpose, materials needed, time, and procedure all identified.
- Lessons using films include processing questions and activities directly related to the film.

COMMENTS

Although the preface to this manual states that the mission of the publisher is "to use the primary prevention approach to deter drug abuse and other forms of self-destructive or socially-destructive behaviors" (p. 9), it is important to note that the goal of this curriculum is "to promote self-worth, healthy living skills and effective group cooperation" (p. 10). It is not an alcohol or other drug curriculum. The only reference to alcohol and other drugs is contained in four pages of the resource section. It is up to the classroom teacher to incorporate this information into the curriculum.

I'M SPECIAL

GRADE LEVEL CONTENT:	K-2	3-6*	7-9	10-12
Substance use/abuse				
-detailed, factual information		YES**		
-identifies local resources	-	NO	-	-
Self-Awareness				
-self-identity	-	YES	-	-
-self-image as it relates to behavior	-	YES	-	-
Interpersonal Skills				
-personal behavior as it relates to others	-	YES	-	-
-peer influence	-	YES	-	-
-appropriate expression of feelings	-	YES	-	-
Decision-Making Skills				
-strategies	-	YES	-	-
-coping skills	-	YES	-	-
-refusal skills	-	YES	-	-
-effects of decisions	-	YES	-	-

* Grades 3 and 4 only
** Information is provided in the resource section of the program.

TITLE: **IT'S YOUR CHOICE SERIES**
AUTHOR: NANCY ABBEY, and ELLEN WAGMAN
PUBLISHER: NETWORK PUBLISHING, DIVISION OF ETR ASSOCIATES
EDITION DATE: 1987 COST: $11.95 Teacher's Guide
GRADE LEVEL: 5 - 8 $ 2.95 Nonfiction book
$ 3.95 Fiction book

OVERVIEW

Personal choice is the focus of this program which teaches refusal skills for alcohol, marijuana, and tobacco. Each substance is addressed separately in a nonfiction information booklet and in an interactive book of fiction. Each lesson is presented in outline form, giving the objective, preparation needed, and a course of study for the lesson. Charts and study sheets are included. The object of the program is to provide facts on the substance, then aid students in developing the conviction and skills to say "No."

SPECIAL FEATURES

- The reading component is the program's backbone, and several options are listed in the teacher's guide to allow flexibility based on available time and the reading level of the students.

- Each nonfiction book describes the physical and psychological effects of alcohol, marijuana, or tobacco and discusses reasons why young people should avoid using the drug. Each booklet concludes by cautioning teens to be sure they make an informed choice about their use or non-use and not to let others make that choice for them.

- Each fictional story includes a high school student who has the opportunity to experiment with alcohol, marijuana, or tobacco. The lessons offer an opportunity for students to become engaged in the characters's decision-making process.

COMMENTS

The program would best be used as supplement to a district's prevention curriculum.

IT'S YOUR CHOICE SERIES

GRADE LEVEL CONTENT:	K-2	3-6*	7-9*	10-12
Substance use/abuse				
-detailed, factual information	-	YES**	-	-
-identifies local resources	-	NO	-	-
Self-Awareness				
-self-identity	-	YES	-	-
-self-image as it relates to behavior	-	YES	-	-
Interpersonal Skills				
-personal behavior as it relates to others	-	YES	-	-
-peer influence	-	YES	-	-
-appropriate expression of feelings	-	YES	-	-
Decision-Making Skills				
-strategies	-	YES	-	-
-coping skills	-	YES	-	-
-refusal skills	-	YES	-	-
-effects of decisions	-	YES	-	-

* Grades 5 - 8
** Not in fiction book

TITLE: **LEARNING ABOUT DRINKING**
AUTHOR: RUTH B. DAVIS, PATRICIA JOHNSON, SALLEY DUNCAN, and LENA DI CICCO
PUBLISHER: CASPAR ALCOHOL EDUCATION PROGRAM
EDITION DATE: 1986 COST: $75.00
GRADE LEVEL: K - 3

OVERVIEW

LEARNING ABOUT DRINKING is the first part of the CASPAR Alcohol and Drug Education series which was validated by the National Diffusion Network of the United States Department of Education in 1982. The underlying premise of the CASPAR program is to respect the diversity of cultural and family values toward alcohol. Schools, the program maintains, must adopt an alternative to abstinence by teaching responsible decision making in relation to alcohol (p. 11).

SPECIAL FEATURES

- The units are designed for use in four to seven periods at each grade level. There is articulation of the concepts and information from grade to grade.
- Each grade level unit begins with a clear statement of objectives and a description of the content. Some grade-specific techniques are discussed, and a list of needed supplies is included.
- The lessons are well-sequenced, listing the topic and objective of the lesson, considerations the teacher should note, materials needed, and a description of the activity.
- A variety of handouts are included for reproduction. The activities include games and puppets, but discussion is the predominant application.
- A bibliography and a pre/post test are included with some discussion on evaluation.

COMMENTS

Young children are open and willing to share the personal aspects of their lives; and some teachers may, therefore, need to confront issues they feel unprepared or unwilling to address. Since the few pages on alcoholism and alcoholic families do not give sufficient information to teachers on dealing with the situations a child may present, districts choosing this program should send their instructors to the CASPAR training workshop.

LEARNING ABOUT DRINKING

GRADE LEVEL CONTENT:	K-2*	3-6	7-9	10-12
Substance use/abuse				
-detailed, factual information	YES	-	-	-
-identifies local resources	YES	-	-	-
Self-Awareness				
-self-identity	NO	-	-	-
-self-image as it relates to behavior	NO	-	-	-
Interpersonal Skills				
-personal behavior as it relates to others	NO	-	-	-
-peer influence	NO	-	-	-
-appropriate expression of feelings	YES	-	-	-
Decision-Making Skills				
-strategies	YES	-	-	-
-coping skills	YES	-	-	-
-refusal skills	NO	-	-	-
-effects of decisions	YES	-	-	-

* This is a K-3 curriculum.

TITLE: **LEARNING ABOUT DRUGS**
AUTHOR: RUTH B. DAVIS, PRISCILLA J.G. QUICK, CHARLES DEUTSCH, AND SALLY ANNE DUNCAN
PUBLISHER: CASPAR ALCOHOL EDUCATION PROGRAM, INC.
EDITION DATE: 1988 COST: $95.00
GRADE LEVEL: K - 6

OVERVIEW

LEARNING ABOUT DRUGS is one part of the three-part CASPAR education program. It provides a non-judgmental approach to teaching students the facts about drug use and abuse and allows them to apply model decision-making skills to the substance use/abuse problem.

SPECIAL FEATURES

- The curriculum contains a methods chapter providing instructors with techniques for applying the variety of strategies (small group and class discussion, role play, puppetry) employed by the curriculum.
- All handouts and answer keys are included.
- The lessons are the same for all grade levels in the two modules (K-3 and 4-6), so a teacher may find it necessary to adapt an activity to a level appropriate for a specific class.
- The Resource Materials section provides additional information for teachers of advanced groups. It contains not only books and audiovisual listings but addresses of national and community resources.
- The lesson guidelines are flexible, and suggestions are presented. Several alternate ways to conduct the lesson or activity are also included. This section is thorough and will enable any teacher to tailor a lesson to the needs of a particular group.

LEARNING ABOUT DRUGS

GRADE LEVEL CONTENT:	K-2*	3-6*	7-9	10-12
Substance use/abuse				
-detailed, factual information	YES	YES	-	-
-identifies local resources	YES**	YES**	-	-
Self-Awareness				
-self-identity	NO	NO	-	-
-self-image as it relates to behavior	NO	NO	-	-
Interpersonal Skills				
-personal behavior as it relates to others	NO	YES	-	-
-peer influence	YES	YES	-	-
-appropriate expression of feelings	YES	YES	-	-
Decision-Making Skills				
-strategies	YES	YES	-	-
-coping skills	YES	YES	-	-
-refusal skills	YES	YES	-	-
-effects of decisions	NO	NO	-	-

* Modules are divided into grades K-3 and 4-6.
** Information is provided in the resources section of the program.

TITLE: **MCGRUFF'S DRUG PREVENTION AND CHILD PROTECTION PROGRAM**
AUTHOR: BILL HAVES and ROBIN L. NELSON
PUBLISHER: PUPPET PRODUCTIONS, INC.
EDITION DATE: 1986 COST: $ 89.00 per grade
$534.00 total

GRADE LEVEL: K - 6

OVERVIEW

MCGRUFF'S DRUG PREVENTION AND CHILD PROTECTION PROGRAM is more than a substance abuse or substance awareness program. Lessons cover topics ranging from bicycle and skateboard safety to vandalism to child molestation, as well as alcohol and other drug prevention. The curriculum includes a Teacher's Guide, two tapes, and a McGruff puppet for each grade level. There are 32 10- to 15-minute lessons. Each lesson provides an objective introduction to the topic, the McGruff puppet presentation, a summary, and activities.

SPECIAL FEATURES

- Activities are the least-structured part of the lessons and range from hands-on collage and poster making to role play and discussion.

- The use of puppetry is critical to achieving the program's goals.

COMMENTS

The lessons tend to be superficial and presented without supportive information and processing activities. For instance, the songs repeatedly suggest that children have alternatives; yet the alternatives are never explored in depth. In some cases, information is reduced to a simplistic (and, therefore, incorrect) statement ("Today I want to talk to you about alcohol abuse. That just means drinking anything that has alcohol in it....") In addition, since the program includes lessons on child abuse and child molestation, the lack of follow-up may be of concern. Older children may find the program too basic.

MCGRUFF'S DRUG PREVENTION AND CHILD PROTECTION PROGRAM

GRADE LEVEL CONTENT:	K-2	3-6	7-9	10-12
Substance use/abuse				
-detailed, factual information	MINIMAL*	-	-	-
-identifies local resources	NO	-	-	-
Self-Awareness				
-self-identity	YES	-	-	-
-self-image as it relates to behavior	NO	-	-	-
Interpersonal Skills				
-personal behavior as it relates to others	NO	-	-	-
-peer influence	YES	-	-	-
-appropriate expression of feelings	NO	-	-	-
Decision-Making Skills				
-strategies	MINIMAL	-	-	-
-coping skills	MINIMAL	-	-	-
-refusal skills	MINIMAL	-	-	-
-effects of decisions	NO	-	-	-

* Contains some misinformation

TITLE: **MORE MAKING FRIENDS, MAKING CHOICES**
AUTHOR: JANICE DURHAM, M.A.; JAN HOYT, C.A.C.; ROBIN KIRSCH, M.A.T., C.A.G.S.; JEANNE MARTIN, Ed.D.; and DEBORAH RIMPAS, M.S.W.
PUBLISHER: MOUNT AUBURN HOSPITAL PREVENTION & TRAINING CENTER
EDITION DATE: 1988 COST: $70.00
GRADE LEVEL: K - 6

OVERVIEW

MORE MAKING FRIENDS, MAKING CHOICES is the revised version of "Making Friends, Making Choices." This curriculum is contained in an easy-to-use binder with a user-friendly format and activities designed to involve the entire classroom. The students will make paper-plate faces, listen to and sing songs, role play scenarios, and have puppet shows as they learn about alcohol and other drugs and how to make responsible decisions.

SPECIAL FEATURES

- This is an active program requiring a high level of teacher energy. There are a number of creative hands-on activities in the lower grades; the program is designed for active discussion in the higher grades.

COMMENTS

While handouts are included in the manual, there are additional books, films, and records that must be purchased.

MORE MAKING FRIENDS, MAKING CHOICES

GRADE LEVEL CONTENT:	K-2	3-6	7-9	10-12
Substance use/abuse				
-detailed, factual information	YES	YES	-	-
-identifies local resources	NO	MINIMAL	-	-
Self-Awareness				
-self-identity	YES	YES	-	-
-self-image as it relates to behavior	YES	YES	-	-
Interpersonal Skills				
-personal behavior as it relates to others	YES	YES	-	-
-peer influence	YES	YES	-	-
-appropriate expression of feelings	YES	YES	-	-
Decision-Making Skills				
-strategies	YES	YES	-	-
-coping skills	YES	YES	-	-
-refusal skills	YES	YES	-	-
-effects of decisions	YES	YES	-	-

TITLE: **NOT FOR ME**
AUTHOR: FRED AND CAROL CHERNOW
PUBLISHER: PURCELL PRODUCTIONS, INC.
EDITION DATE: 1987
COST: $2.95 Coloring book
$4.00 Teacher's Guide

GRADE LEVEL: ELEMENTARY

OVERVIEW

NOT FOR ME is a supplemental program consisting of a 32-page coloring book and a teacher's guide. A lesson is planned around each page of the coloring book, with an objective and specific activity designed to teach the concept introduced by the coloring book page. Additional resources and follow-up activities are also included to further expand the idea.

COMMENTS

The illustrations contain sometimes complex and realistic depictions of chemically abusing situations. They may not be suitable for some elementary children.

NOT FOR ME

GRADE LEVEL CONTENT:	K-2	3-6	7-9	10-12
Substance use/abuse				
-detailed, factual information	MINIMAL		-	-
-identifies local resources	YES		-	-
Self-Awareness				
-self-identity	NO		-	-
-self-image as it relates to behavior	NO		-	-
Interpersonal Skills				
-personal behavior as it relates to others	NO		-	-
-peer influence	YES		-	-
-appropriate expression of feelings	NO		-	-
Decision-Making Skills				
-strategies	NO		-	-
-coping skills	NO		-	-
-refusal skills	NO		-	-
-effects of decisions	NO		-	-

TITLE: **OPERATION AWARE**
AUTHOR: PHILIP H. RICHARDS, Ph.D.; SISTER M. MICKE; and TIM JOHNSON
PUBLISHER: OPERATION AWARE, INC.
EDITION DATE: 1987

COST: $175.00 Grade 4
$300.00 Grade 5
$474.00 Grade 6
$ 30.00 Teacher Manual Grades 5 and 6
$350.00 Teacher training

GRADE LEVEL: 4 - 6

OVERVIEW

OPERATION AWARE is a primary prevention program complete with a teacher's manual, varied activities, and a professional training component.

SPECIAL FEATURES

- Each lesson in this curriculum is formatted to clearly identify the materials needed, the objective, and a procedure for conducting the lesson.
- Teaching strategies include discussion, role plays, and hands-on activities.
- The fifth-grade program uses videos to present the topic, and the sixth-grade program is reinforced by field trips and/or films.
- Once a New Jersey district purchases OPERATION AWARE and sends staff to the training, these individuals receive a newsletter from the OPERATION AWARE office which provides advice, ideas, and strategies to teachers. Also provided are minor revisions and updates to the curriculum.

COMMENTS

The curriculum is undergoing major revision. The fifth-grade program has changed from filmstrip to video, and several new lessons have been added. These revisions require additional expenditure for a district wishing to update an earlier edition. There is a junior high school curriculum; but due to the completely different format and content, it is addressed separately in this report.

OPERATION AWARE

GRADE LEVEL CONTENT:	K-2	3-6*	7-9	10-12
Substance use/abuse				
-detailed, factual information	-	YES	-	-
-identifies local resources	-	YES	-	-
Self-Awareness				
-self-identity	-	YES	-	-
-self-image as it relates to behavior	-	YES	-	-
Interpersonal Skills				
-personal behavior as it relates to others	-	YES	-	-
-peer influence	-	YES	-	-
-appropriate expression of feelings	-	YES	-	-
Decision-Making Skills				
-strategies	-	YES	-	-
-coping skills	-	YES	-	-
-refusal skills	-	YES	-	-
-effects of decisions	-	YES	-	-

* GRADES 4, 5, and 6

TITLE: **PARENT AND STUDENT SUBSTANCE USE PREVENTION (PASS-UP)**
AUTHOR: ROBERT SIMMONS and LINDA GROSSMAN
PUBLISHER: AMERICAN LUNG ASSOCIATION OF LOS ANGELES COUNTY
EDITION DATE: 1986 COST: $15.00
GRADE LEVEL: 6 and 7

OVERVIEW

PARENT AND STUDENT SUBSTANCE USE PREVENTION (PASS-UP) is a curriculum developed to prevent substance use through learned refusal skills. Parental involvement is generated through the use of surveys brought home by the student. These assignments are processed in class during the next session, placing an emphasis on the assignment and the role of the parent. The focus of PASS-UP is to educate students about the effects of alcohol, tobacco, and marijuana, which the authors identify as the substances most commonly used by young people.

SPECIAL FEATURES

- Contained in a single spiral book, this guide is highly structured with a step-by-step format that is easy to follow. All materials needed to teach the basic curriculum are included (skits, vocabulary lists, homework handouts).
- Many activities are in both English and Spanish.
- Supplemental audiovisual resources, suggestions for speakers, and additional activities are offered in the appendix.
- A grading procedure is recommended based on classwork, homework, and participation in classroom activities.

COMMENTS

PASS-UP may be simplistic for some student populations. The program assumes the students have little or no prior knowledge about alcohol, tobacco, or marijuana, which is not a realistic assumption for most sixth and seventh graders. The skits contain street vocabulary for drugs, which changes rapidly and varies with locale. Students of this age group may find the skits, with their slang terms and simple plots, too unrealistic and may not take the curriculum seriously. In addition, the program does not address the needs of students already using or abusing, or those who have a dependent family member.

PARENT AND STUDENT SUBSTANCE USE PREVENTION

GRADE LEVEL CONTENT:	K-2	3-6*	7-9*	10-12
Substance use/abuse				
-detailed, factual information	-		NO	-
-identifies local resources	-		YES**	-
Self-Awareness				
-self-identity	-		NO	-
-self-image as it relates to behavior	-		NO	-
Interpersonal Skills				
-personal behavior as it relates to others	-		NO	-
-peer influence	-		YES	-
-appropriate expression of feelings	-		NO	-
Decision-Making Skills				
-strategies	-		YES	-
-coping skills	-		NO	-
-refusal skills	-		YES	-
-effects of decisions	-		NO	-

* Grades 6 - 7
** Information is provided in the appendix.

TITLE: **PROJECT CHARLIE**
AUTHOR: PAUL CHAREST, TED GWINN, NANCY REINISCH, JUDY TERRIEN, and CHICK STRAWBRIDGE
PUBLISHER: STOREFRONT/YOUTH ACTION
EDITION DATE: 1987 COST: $ 45.00 + training
GRADE LEVEL: K - 6

OVERVIEW

The major objective of PROJECT CHARLIE is "to promote the social and emotional growth of children before they enter the drug experimenting years of adolescence."

SPECIAL FEATURES

- An introduction included for the classroom teacher provides specific suggestions for successful course execution ranging from the physical arrangement of the room to behavior management techniques.
- The program is flexible and teachers can adapt the lessons to their schedules and to the individual class.
- Each lesson offers a variety of activities; some of these are repeated in both the primary and intermediate grades.
- The curriculum is not divided by grade level, but rather it is organized in two general divisions.

COMMENTS

Teachers should be aware that, although the curriculum is detailed and easy to follow, the teacher is directly responsible for promoting a classroom atmosphere of trust, support, and honesty. Children are encouraged to be open and sharing, and the teacher should be sensitive to the issues that may be raised in such an atmosphere.

Administrators considering this program should be aware that teacher training is required and additional materials will need to be purchased.

PROJECT CHARLIE

GRADE LEVEL CONTENT:	K-2	3-6	7-9	10-12
Substance use/abuse				
-detailed, factual information	MINIMAL	YES	-	-
-identifies local resources	NO	YES	-	-
Self-Awareness				
-self-identity	YES	YES	-	-
-self-image as it relates to behavior	YES	YES	-	-
Interpersonal Skills				
-personal behavior as it relates to others	YES	YES	-	-
-peer influence	YES	YES	-	-
-appropriate expression of feelings	YES	YES	-	-
Decision-Making Skills				
-strategies	YES	YES	-	-
-coping skills	YES	YES	-	-
-refusal skills	YES	YES	-	-
-effects of decisions	YES	YES	-	-

TITLE:	**PROJECT OZ**
AUTHOR:	STAFF AND CONSULTANTS OF PROJECT OZ
PUBLISHER:	PROJECT OZ, INC.
EDITION DATE:	1988
GRADE LEVEL	K-12

COST: $25.00 Each grade K - 3
$40.00 Each grade 4, 5, 7, 8
$70.00 Each grade 6 and HS

OVERVIEW

PROJECT OZ is designed to provide students with factual information on alcohol and other drugs and the skills necessary to cope with the pressures and decisions surrounding alcohol and other drug use and non-use. The curriculum, designed for grades K-12, is being updated and revised; grade 6 and the high school components are completed and have been used for this review. At the time of review, grades K-5 and 7-8 were expected to be completed and available by January, 1990.

SPECIAL FEATURES

- The teacher's manual includes a review of the philosophy of drug education.
- The manual is divided into chapters, with each chapter addressing one topic area. The chapters contain anywhere from 3 to 28 activities. The objective of each activity is clearly stated, and there are "how-to" directions.
- All the handouts are included, and districts need not purchase additional materials.
- The program contains units on steroids, AIDS, and children of alcoholics.

COMMENTS

Since the program is undergoing a revision, the entire curriculum was not available for review. However, the structure of the sixth-grade and high school programs suggests that the material is easily bridged from one grade level to the next. It should be noted that this program was designed for smaller, suburban or rural districts.

PROJECT OZ

GRADE LEVEL CONTENT:	K-2	3-6*	7-9	10-12*
Substance use/abuse				
-detailed, factual information	-	-	-	YES
-identifies local resources	-	-	-	YES
Self-Awareness				
-self-identity	-	-	-	YES
-self-image as it relates to behavior	-	-	-	YES
Interpersonal Skills				
-personal behavior as it relates to others	-	-	-	YES
-peer influence	-	-	-	YES
-appropriate expression of feelings	-	-	-	YES
Decision-Making Skills				
-strategies	-	-	-	YES
-coping skills	-	-	-	YES
-refusal skills	-	-	-	YES
-effects of decisions	-	-	-	YES

* Grade 6 and the high school programs were reviewed.

TITLE: **TEACHING ABOUT DRUGS**
AUTHOR: CURRICULUM REWRITE COMMITTEE OF THE PUBLISHERS
PUBLISHER: AMERICAN SCHOOL HEALTH ASSOCIATION AND PHARMACEUTICAL MANUFACTURERS ASSOCIATION
EDITION DATE: 1985 COST: $13.95
GRADE LEVEL: K - 12

OVERVIEW

TEACHING ABOUT DRUGS is a comprehensive guide to developing an alcohol and other drug prevention curriculum. It does not include lesson plans; it provides educators with accurate scientific and medical information, the interrelationships involved in a person's total health, and a positive approach to education.

SPECIAL FEATURES

- The program identifies instructional strategies, conceptual frameworks, and a variety of learning models. Judgments are made regarding the value of the models. Assessment is briefly mentioned.
- A program planning model is included. Pharmacological information also is provided.
- An age-specific scope and sequence covers the lower and middle elementary years and the early and late adolescent years.
- Resources are listed for each specific objective, and each objective is articulated across grade levels.

COMMENTS

The guide is an effective planning tool for districts wishing to develop an in-house curriculum.

TEACHING ABOUT DRUGS

GRADE LEVEL CONTENT:	K-2	3-6	7-9	10-12
Substance use/abuse				
-detailed, factual information	YES	YES	YES	YES
-identifies local resources	YES	YES	YES	YES
Self-Awareness				
-self-identity	NO	NO	NO	NO
-self-image as it relates to behavior	NO	NO	NO	NO
Interpersonal Skills				
-personal behavior as it relates to others	YES	YES	YES	YES
-peer influence	YES	YES	YES	YES
-appropriate expression of feelings	NO	NO	NO	NO
Decision-Making Skills				
-strategies	YES	YES	YES	YES
-coping skills	NO	NO	NO	NO
-refusal skills	NO	NO	NO	NO
-effects of decisions	NO	NO	NO	NO

TITLE: **WACADA'S ALCOHOL/OTHER DRUG RISK REDUCTION CURRICULUM GUIDE**
AUTHOR: MARY C. SPENCER, HOSSEIN TORABI, and MAHMOUD BAPTISTE
PUBLISHER: WASHINGTON AREA COUNCIL ON ALCOHOLISM AND DRUG ABUSE, INC.
EDITION DATE: 1985 COST: $25.00
GRADE LEVEL: K - 6

OVERVIEW

WACADA'S ALCOHOL/OTHER DRUG RISK REDUCTION CURRICULUM GUIDE was developed with racial and physical minority groups in mind, and the result is a flexible format that should work with any group in any community. Because the curriculum is organized around activities and supplemental materials, it can be adjusted to suit special learner groups, limited budgets, and varied socioeconomic communities.

SPECIAL FEATURES

- The concepts are articulated throughout the grade levels, with content becoming increasingly cognitive-based as the students mature.
- There is a glossary of terms, and information tables are included as a resource.
- The program recognizes students' early exposure to the first use of substances. It seeks to correct the misconceptions children encounter regarding alcohol and other drug use in society.
- The impact of advertising and responsible consumerism is addressed.

WACADA'S ALCOHOL/OTHER DRUG RISK REDUCTION CURRICULUM GUIDE

GRADE LEVEL CONTENT:	K-2	3-6	7-9	10-12
Substance use/abuse				
-detailed, factual information	YES	YES	-	-
-identifies local resources	YES**	YES**	-	-
Self-Awareness				
-self-identity	YES	YES	-	-
-self-image as it relates to behavior	YES	YES	-	-
Interpersonal Skills				
-personal behavior as it relates to others	YES	YES	-	-
-peer influence	YES	YES*	-	-
-appropriate expression of feelings	YES	YES	-	-
Decision-Making Skills				
-strategies	YES	YES*	-	-
-coping skills	YES	YES*	-	-
-refusal skills	YES	YES*	-	-
-effects of decisions	YES	YES*	-	-

* See Narrative for greater detail on this content.
** Information is provided in the glossary.

JUNIOR HIGH SCHOOL PROGRAMS

PAGE

JUNIOR HIGH SCHOOL PROGRAMS

CHOICES 52

FROM PEER PRESSURE TO PEER SUPPORT (7-12) 54

HEALTH CHOICES 56

HEALTH EDUCATION: SUBSTANCE ABUSE PREVENTION (7-9) 58

OPERATION AWARE 60

PICADA 6 - 7 - 8 (6-8) 62

SKILLS FOR ADOLESCENCE (6-8) 64

TITLE: **CHOICES**
AUTHOR: RICHARD CONE, Ed.D, and BARBARA WERNER SAYAD, M.P.H.
PUBLISHER: HEALTH COMMUNICATIONS, INC.
EDITION DATE: 1984 COST: $7.95
GRADE LEVEL: JUNIOR HIGH SCHOOL

OVERVIEW

CHOICES is a prevention program which is not intended to dissuade users from continued drug use.

SPECIAL FEATURES

- Each lesson includes a brief introduction to the topic, several activities to develop the concept, and additional supplemental activities. The flexibility of the course allows the teacher to provide additional activities on points which require more emphasis.

- Students are motivated to role play and discuss decision-making skills, as well as stress management techniques.

COMMENTS

The program contains a limited resource section for instructors; it is likely that they will need additional information to teach the lessons. The curriculum's content may be too basic for some students at this grade level.

CHOICES

GRADE LEVEL CONTENT:	K-2	3-6	7-9	10-12
Substance use/abuse				
-detailed, factual information	-	-	MINIMAL	-
-identifies local resources	-	-	YES	-
Self-Awareness				
-self-identity	-	-	YES	-
-self-image as it -relates to behavior	-	-	YES	-
Interpersonal Skills				
-personal behavior as it relates to others	-	-	YES	-
-peer influence	-	-	YES	-
-appropriate expression of feelings	-	-	YES	-
Decision-Making Skills				
-strategies	-	-	YES	-
-coping skills	-	-	YES	-
-refusal skills	-	-	YES	-
-effects of decisions	-	-	YES	-

TITLE: **FROM PEER PRESSURE TO PEER SUPPORT**
AUTHOR: SHELLEY MAC KAY FREEMAN
PUBLISHER: JOHNSON INSTITUTE
EDITION DATE: 1989 COST: $59.95
GRADE LEVEL: 7 - 12

OVERVIEW

FROM PEER PRESSURE TO PEER SUPPORT is designed to turn negative peer pressure into positive peer support through group processing. It allows for the exploration of the differences between the perceptions of adults and those of youths as these relate to alcohol and other drugs. The heart of the program, group processing, allows the acquisition of problem-solving and conflict resolution skills. Peer pressure is used as peer support. Throughout the program, students resolve and discuss issues that relate to alcohol and other drugs. Taking risks is learned in the context of accepting the consequences. The program closes with several activities designed to evaluate what the class has learned and how the students' attitudes have changed.

SPECIAL FEATURES

- Detailed alcohol and other drug information is provided in a glossary of terms; extensive information on dependence and its effect on an individual and on a family is included.
- Each topic is reinforced by use of activity sheets which have students drawing diagrams, responding to questions, and exploring their own and the group's attitudes and perceptions.
- Intervention is addressed in depth, including strategies for intervening with friends and family.
- To prepare for the group interaction lessons, teachers are provided with nearly 30 pages of introduction, including descriptions of the necessary administrative and school supports, the role of the teacher, ground rules for implementation, sample lesson plans, and evaluation techniques.

COMMENTS

Because this is a highly interactive program, the selection of the teacher facilitators (author's term) is critical. Administrators should consider actively involving staff in the review and selection of this curriculum.

FROM PEER PRESSURE TO PEER SUPPORT

GRADE LEVEL CONTENT:	K-2	3-6	7-9	10-12
Substance use/abuse				
-detailed, factual information	-	-		YES
-identifies local resources	-	-		YES
Self-Awareness				
-self-identity	-	-		YES
-self-image as it relates to behavior	-	-		YES
Interpersonal Skills				
-personal behavior as it relates to others	-	-		YES
-peer influence	-	-		YES
-appropriate expression of feelings	-	-		YES
Decision-Making Skills				
-strategies	-	-		YES
-coping skills	-	-		YES
-refusal skills	-	-		YES
-effects of decisions	-	-		YES

TITLE: **HEALTH CHOICES**
AUTHOR: JEAN FUNK and GRETCHEN GRIFFIN
PUBLISHER: HAZELDEN FOUNDATION
EDITION DATE: 1985 COST: $59.95
GRADE LEVEL: JUNIOR HIGH SCHOOL

OVERVIEW

HEALTH CHOICES is an activity-oriented program containing units on chemical health, nutrition, sexuality, and sexually transmitted diseases (including updated information on AIDS).

SPECIAL FEATURES

- Each chapter begins by stating the expected knowledge and skills outcomes, followed by an outline of the unit. An introduction section precedes the units and provides details to support the lesson.

- There are many activities from which to choose; and each states the purpose, time requirements, some background information, and directions. Most of the students' learning comes as a result of their work on the activities and not through teacher-provided lessons.

COMMENTS

A district considering this curriculum should be prepared to supplement the unit on chemical health, as more information on alcohol and other drugs and dependencies is needed.

HEALTH CHOICES

GRADE LEVEL CONTENT:	K-2	3-6	7-9*	10-12
Substance use/abuse				
-detailed, factual information	-	-	NO	-
-identifies local resources	-	-	MINIMAL	-
Self-Awareness				
-self-identity	-	-	YES	-
-self-image as it relates to behavior	-	-	YES	-
Interpersonal Skills				
-personal behavior as it relates to others	-	-	YES	-
-peer influence	-	-	YES	-
-appropriate expression of feelings	-	-	YES	-
Decision-Making Skills				
-strategies	-	-	YES	-
-coping skills	-	-	YES	-
-refusal skills	-	-	MINIMAL	-
-effects of decisions	-	-	YES	-

* This is identified as a junior high school curriculum. This grade level designation is arbitrary.

TITLE: **HEALTH EDUCATION: SUBSTANCE ABUSE PREVENTION**
AUTHOR: BETSY P. THOMPSON, EDITOR
PUBLISHER: NEW YORK STATE DIVISION OF ALCOHOLISM AND ALCOHOL ABUSE
EDITION DATE: 1986 COST: FREE
GRADE LEVEL: 7-9

OVERVIEW

The State of New York published this drug abuse prevention component of the health education curriculum to help students develop self-image and a positive self-concept, communication skills, and coping and problem-solving skills. This guide is, in essence, the New York State drug abuse prevention curriculum. Although it only minimally includes alcohol information, it discusses New York state policy, the philosophy behind development of the curriculum, and on the relationship between school and community.

SPECIAL FEATURES

- The curriculum guide is divided into three sections: introduction, instructional units, and appendices. The introduction suggests strategies for successful program implementation; the instructional units provide materials lists and instructional concepts. Included are classroom activities for reaching the instructional objectives. The appendices include a resources list and a glossary.

- Various teaching methods are discussed, including the feeling circle, fish bowl, and learning centers, along with the more traditional brainstorming, role-play, and discussion techniques.

COMMENTS

Educators who review this document should be aware that New York State supplemented this curriculum with an alcohol-specific guide in the same year. These two curricula should be considered together to more completely cover the topic of alcohol and other drugs. (See ALCOHOL: THE GATEWAY DRUG, in the Elementary Programs section of this report.)

HEALTH EDUCATION: SUBSTANCE ABUSE PREVENTION

GRADE LEVEL CONTENT:	K-2	3-6	7-9	10-12
Substance use/abuse				
-detailed, factual information	-	-	YES	-
-identifies local resources	-	-	NO	-
Self-Awareness				
-self-identity	-	-	NO	-
-self-image as it relates to behavior	-	-	NO	-
Interpersonal Skills				
-personal behavior as it relates to others	-	-	YES	-
-peer influence	-	-	YES	-
-appropriate expression of feelings	-	-	YES	-
Decision-Making Skills				
-strategies	-	-	YES	-
-coping skills	-	-	YES	-
-refusal skills	-	-	YES	-
-effects of decisions	-	-	YES	-

TITLE: **OPERATION AWARE**
AUTHOR: THOMAS G. BOMAN, Ph.D.; SISTER MARILYN MICKE; and TIMOTHY R. JOHNSON; TERRI L. HUTTLE
PUBLISHER: OPERATION AWARE, INC.
EDITION DATE: 1988 COST: $150.00
GRADE LEVEL: JUNIOR HIGH SCHOOL

OVERVIEW

At the junior high school level, OPERATION AWARE is a series of case studies used as a supplement to the regular curriculum and "designed to assist young people in making responsible decisions in difficult life situations" (p. 2). It is not an alcohol or other drug prevention program; it does not contain cognitive level information on substance abuse.

SPECIAL FEATURES

- Classes are conducted in small groups. Each lesson presents a scenario and an opportunity for students to discuss the situation, the alternatives, and consequences and to form a solution to the scenario.

- The case studies are presented in 15 videos which address such topics as suicide, sexual behavior, steroids, date rape, and AIDS.

COMMENTS

A district considering OPERATION AWARE at the junior high school level should examine its content, the values of the community, the maturity of the students, and the sensitivity of the staff. The case studies present potentially emotional topics; teacher training is critical. In addition, the curriculum advises administrators to send a letter (sample included) home to parents informing them of this program.

OPERATION AWARE

GRADE LEVEL CONTENT:	K-2	3-6	7-9	10-12
Substance use/abuse				
-detailed, factual information	-	-	NO	-
-identifies local resources	-	-	NO	-
Self-Awareness				
-self-identity	-	-	YES	-
-self-image as it relates to behavior	-	-	YES	-
Interpersonal Skills				
-personal behavior as it relates to others	-	-	YES	-
-peer influence	-	-	YES	-
-appropriate expression of feelings	-	-	YES	-
Decision-Making Skills				
-strategies	-	-	YES	-
-coping skills	-	-	YES	-
-refusal skills	-	-	YES	-
-effects of decisions	-	-	YES	-

TITLE: **PICADA 6 - 7 - 8**
AUTHOR: KATE REMICK-LENOX, B.A.; KAREN SMITH, B.S.N.; and KATE MURPHY, B.A., M.A.
PUBLISHER: PICADA, INC.
EDITION DATE: NOT GIVEN
COST: $ 50.00 per grade
$150.00 total cost
GRADE LEVEL: 6 - 8

OVERVIEW

PICADA 6 - 7 and 8 is a three-part middle grade prevention curriculum. The authors do not feel this curriculum will be useful with students who are abusing alcohol or other drugs; it does not address intervention as a school program.

SPECIAL FEATURES

- Materials for each grade level consist of 15 activities that provide cognitive and affective skills information. The program uses such strategies as role playing, discussion, surveys, and mock trials to enable students to reach the objectives of the lessons.

- All activities end with "PICADA'S COMMENTS", a section providing the authors' comments on the activity.

COMMENTS

A good deal of information is contained in this curriculum; the decision-making skills are well-planned and articulated across the grade levels. This program can be used with PICADA 3T, which is a peer educator training program. PICADA 3T trains high school students, who in turn teach sessions from PICADA 6-7-8 to students in the middle grades. PICADA 3-T is addressed elsewhere in this report.

Teacher training is strongly recommended in order to conduct the affective component of the curriculum.

This program is not all-inclusive: a district must obtain additional resources and materials. In grade 6, five of the fifteen lessons require additional materials; in grade 7, four of the fifteen; and in grade 8, one of the fifteen requires resources not included.

PICADA 6-7-8

GRADE LEVEL CONTENT:	K-2	3-6	7-9	10-12
Substance use/abuse				
-detailed, factual information	-		YES	-
-identifies local resources	-		YES	-
Self-Awareness				
-self-identity	-		YES	-
-self-image as it relates to behavior	-		NO	-
Interpersonal Skills				
-personal behavior as it relates to others	-		YES	-
-peer influence	-		YES	-
-appropriate expression of feelings	-		MINIMAL	-
Decision-Making Skills				
-strategies	-		YES	-
-coping skills	-		YES	-
-refusal skills	-		YES	-
-effects of decisions	-		YES	-

* Grades 6, 7, and 8

TITLE: **SKILLS FOR ADOLESCENCE**
AUTHOR: NOT IDENTIFIED
PUBLISHER: LIONS CLUBS INTERNATIONAL AND QUEST INTERNATIONAL
EDITION DATE: 1988 COST: $975.00
GRADE LEVEL: 6 - 8

OVERVIEW

SKILLS FOR ADOLESCENCE is a thorough curriculum designed to develop positive social behaviors and strong commitments to society, including a commitment to lead a drug-free life. The program is based on the premise that "if certain external and internal conditions are met, young people will exhibit positive commitment and bonding" (p. R-5), developing healthy character and helping them to lead healthy lives.

SPECIAL FEATURES

- The four-part curriculum includes a teacher manual, student text, and student workbook which are structured to be interactive. In addition, a book for parents focusing on parenting skills is included.

- The teacher manual begins with an introductory section on teenagers and the program as a response to their needs. Strategies for implementing the curriculum also are offered. A teacher must participate in a specialized training course prior to using this program in the classroom.

- The student text is a collection of stories that expand on the lessons of each unit.

- The student workbook is a boldly printed and humorously illustrated book that contains all the activity sheets called for in the teacher manual.

COMMENTS

The three components fit together well and offer a thorough course of study on decision-making and life skills, and how they are related to alcohol and other drugs.

SKILLS FOR ADOLESCENCE

GRADE LEVEL CONTENT:	K-2	3-6	7-9*	10-12
Substance use/abuse				
-detailed, factual information	-		YES	-
-identifies local resources	-		NO	-
Self-Awareness				
-self-identity	-		YES	-
-self-image as it relates to behavior	-		YES	-
Interpersonal Skills				
-personal behavior as it relates to others	-		YES	-
-peer influence	-		YES	-
-appropriate expression of feelings	-		YES	-
Decision-Making Skills				
-strategies	-		YES	-
-coping skills	-		YES	-
-refusal skills	-		YES	-
-effects of decisions	-		YES	-

* Grades 6, 7 and 8

HIGH SCHOOL PROGRAMS

PAGE

HIGH SCHOOL PROGRAMS

ALCOHOL, DRUGS, DRIVING AND YOU (ADDY) 70

FETAL ALCOHOL SYNDROME EDUCATOR'S GUIDE 72

FIGHTING INVISIBLE TIGERS 74

MARIJUANA: TIME FOR A CLOSER LOOK 76

PICADA 3T 78

PROJECT SMART 80

SKILLS FOR LIVING 82

TITLE: **ALCOHOL, DRUGS, DRIVING AND YOU (ADDY)**
AUTHOR: JOHN ZOLA; RICHARD CALLAHAN, Ph.D; and TESSA DAVIS
PUBLISHER: PREVENTION CENTER AND WISCONSIN CLEARINGHOUSE
EDITION DATE: 1985 COST: $125.00
GRADE LEVEL: HIGH SCHOOL

OVERVIEW

ALCOHOL, DRUGS, DRIVING AND YOU is designed to supplement a district's alcohol and other drug curriculum and to inform how alcohol and other drugs affect driving. The program exposes students to the complexity of the drinking and driving issue while it reinforces that they should opt for abstinence.

SPECIAL FEATURES

- The program consists of a teacher's manual and a student's manual - all that is needed to teach the course.
- A variety of strategies are used to convey the message that substance use and driving do not mix. Handouts support the lessons, discussions are guided, and students are given the opportunity to role play a policy-making committee representing the state brewers' association, state policy division, department of transportation, parents, and tavern owners (p. 61).
- The teacher's manual concludes with a list of additional resources, reading, audiovisual materials, and organizational resources that are also available.

COMMENTS

As a supplemental program, ADDY would benefit a district's driver education course. However, students not in that specialized class could also benefit from exposure to this program.

ALCOHOL, DRUGS, DRIVING AND YOU (ADDY)

GRADE LEVEL CONTENT:	K-2	3-6	7-9	10-12
Substance use/abuse				
-detailed, factual information	-	-	-	YES
-identifies local resources	-	-	-	NO
Self-Awareness				
-self-identity	-	-	-	NO
-self-image as it relates to behavior	-	-	-	NO
Interpersonal Skills				
-personal behavior as it relates to others	-	-	-	YES
-peer influence	-	-	-	YES
-appropriate expression of feelings	-	-	-	NO
Decision-Making Skills				
-strategies	-	-	-	YES
-coping skills	-	-	-	YES
-refusal skills	-	-	-	YES
-effects of decisions	-	-	-	YES

TITLE: **FETAL ALCOHOL SYNDROME EDUCATOR'S GUIDE**
AUTHOR: THEDA NEW BREAST, M.P.H.
PUBLISHER: CALIFORNIA STATE DEPARTMENT OF ALCOHOL AND DRUG PROGRAMS
EDITION DATE: JANUARY, 1987 COST: NONE
GRADE LEVEL: NOT SPECIFIED

OVERVIEW

This free guide is designed to provide educators with basic information on FAS: what it is, its signs, its cause, and its prevalence. A bibliography is provided, followed by a course outline. The goals and objectives for students are stated, and learning activities are provided. Handouts and activity sheets are included, along with an answer key.

COMMENTS

As a curriculum, this guide could not stand alone: FAS is a consequence of a larger, more complex problem; and these other issues need to be addressed. This course should be integrated within a family life, health education, or alcohol and other drug education program. As a supplement, however, this guide furnishes the information on FAS that few of the more general and sweeping curricula contain.

FETAL ALCOHOL SYNDROME EDUCATOR'S GUIDE

GRADE LEVEL CONTENT:	K-2	3-6	7-9*	10-12
Substance use/abuse				
-detailed, factual information	-	-		YES
-identifies local resources	-	-		NO
Self-Awareness				
-self-identity	-	-		NO
-self-image as it relates to behavior	-	-		NO
Interpersonal Skills				
-personal behavior as it relates to others	-	-		NO
-peer influence	-	-		NO
-appropriate expression of feelings	-	-		NO
Decision-Making Skills				
-strategies	-	-		NO
-coping skills	-	-		NO
-refusal skills	-	-		NO
-effects of decisions	-	-		YES

* Grade level is not designated

TITLE: **FIGHTING INVISIBLE TIGERS**
AUTHOR: EARL HIPP and CONNIE SCHMITZ
PUBLISHER: FREE SPIRIT PUBLISHING CO.
EDITION DATE: 1985 COST: $ 7.95 Student Guide
$16.95 Teacher's Guide
GRADE LEVEL: TEENAGERS

OVERVIEW

FIGHTING INVISIBLE TIGERS is a stress management course. The goal of the program is to provide students with tools to create a better life for themselves (p. 15).

SPECIAL FEATURES

- A "Lifeskills," section identifies attitudes and skills to help students bring their lives under control. Physical activity, good health, and self-esteem are all emphasized as self-care skills that can reduce stress.

- Meditation exercises are included, and there is a chapter on assertiveness. A considerable amount of this chapter is devoted to support systems.

COMMENTS

There is some information on caffeine and sugar and their relationship to stress, but there is no alcohol or other drug information. This is basically a program designed to teach stress management skills.

FIGHTING INVISIBLE TIGERS

GRADE LEVEL CONTENT:	K-2	3-6	7-9	10-12
Substance use/abuse				
-detailed, factual information	-	-	-	NO
-identifies local resources	-	-	-	NO
Self-Awareness				
-self-identity	-	-	-	YES
-self-image as it relates to behavior	-	-	-	YES
Interpersonal Skills				
-personal behavior as it relates to others	-	-	-	YES
-peer influence	-	-	-	NO
-appropriate expression of feelings	-	-	-	YES
Decision-Making Skills				
-strategies	-	-	-	YES
-coping skills	-	-	-	YES
-refusal skills	-	-	-	NO
-effects of decisions	-	-	-	NO

TITLE: **MARIJUANA: TIME FOR A CLOSER LOOK**
AUTHOR: CURTIS L. JANECZEK
PUBLISHER: HEALTHSTAR PUBLICATIONS
EDITION DATE: 1981 COST: $6.95 Student book
$4.00 Teacher's Guide
GRADE LEVEL: TEENAGERS

OVERVIEW

MARIJUANA: TIME FOR A CLOSER LOOK is a two-part package. A book provides comprehensive information on medical, psychological, and social use of marijuana. A teacher's guide was developed to aid classroom use of the book.

SPECIAL FEATURES

- A glossary provides a translation of street terms.

COMMENTS

The book was first published in 1980 (no date is given for the teacher's guide); and although it has been reprinted as recently as November, 1988, the information has not been updated. The recommended readings and research are pre-1980.

Although the glossary provides a translation of street terms, it is not a source for accurate definitions. While the book's chapters are divided into short, subtitled sections that move the student quickly through the facts, the teacher's guide is not as clearly formatted. Additionally, the guide is not consistent with the text nor within itself.

The guide provides minimal information to support the students' readings; follow-up and processing strategies are limited.

Some of the recommended resources in the teacher's guide may not be appropriate sources of information. ("There are plenty of places to get information on drugs. If you want to know about smoking pot, a head shop would be the place to find experts", p. 3.)

Additionally, the book implies that alcohol use does not produce cumulative effects in the body. ("Whereas alcohol leaves the body right away, grass stays in the body a long time. That's because a drink...is used up as fuel by the body very quickly. Six hours after having a drink, your body has burned it all up", p. 20.) No mention of FAS, cirrhosis, or other physical effects of alcohol are made until much later in the book.

A district planning on using this package in a course on marijuana should be aware that the information in the text is dated, and the teacher's guide should not be considered as the primary supplement.

MARIJUANA: TIME FOR A CLOSER LOOK

GRADE LEVEL CONTENT:	K-2	3-6	7-9	10-12
Substance use/abuse				
-detailed, factual information	-	-	-	YES
-identifies local resources	-	-	-	NO
Self-Awareness				
-self-identity	-	-	-	NO
-self-image as it relates to behavior	-	-	-	NO
Interpersonal Skills				
-personal behavior as it relates to others	-	-	-	NO
-peer influence	-	-	-	YES
-appropriate expression of feelings	-	-	-	NO
Decision-Making Skills				
-strategies	-	-	-	NO
-coping skills	-	-	-	NO
-refusal skills	-	-	-	NO
-effects of decisions	-	-	-	MINIMAL

TITLE: **PICADA 3T: TEENS TEACH TEENS**
AUTHOR: KAREN SMITH, KATE REMICK-LENOX, and KATE MURPHY
PUBLISHER: PICADA, INC.
EDITION DATE: 1985 COST: $75.00
GRADE LEVEL: JUNIOR AND SENIOR HIGH SCHOOL

OVERVIEW

"The PICADA 3T: TEENS TEACH TEENS curricula is designed to teach high school students who in turn teach prevention curriculum to their younger peers" (Introduction, p. 1). After 15 hours of instruction, the junior and senior peer educators teach sessions in the middle school from the PICADA 6th-, 7th-, or 8th-grade curriculum.

SPECIAL FEATURES

- The introduction to this program contains information on the planning and implementation of a cross-age peer education project from the planning stages through evaluation.
- Lesson plans for 20 classes are included. Each clearly states the purpose of the activity and the time and materials necessary to carry out the activity, and a suggested procedure to follow.
- The lesson plan ends with "PICADA COMMENTS," which are the author's hints and suggestions on what to emphasize or de-emphasize. There is also a place for the instructor's comments on the activity. Handouts are included, but they are samples and need to be modified for classroom use.

COMMENTS

Alcohol and other drug information is a supplement to the program and must be purchased by the district separately.

As a peer educator training course, PICADA 3T: TEENS TEACH TEENS accomplishes its purpose. The students receive a good foundation for teaching middle school students. PICADA 3T would not, however, meet a district's need for an alcohol and other drug education curriculum for its general student population.

PICADA 3T: TEENS TEACH TEENS

GRADE LEVEL CONTENT:	K-2	3-6	7-9	10-12*
Substance use/abuse				
-detailed, factual information	-	-	-	YES
-identifies local resources	-	-	-	NO
Self-Awareness				
-self-identity	-	-	-	NO
-self-image as it relates to behavior	-	-	-	NO
Interpersonal Skills				
-personal behavior as it relates to others	-	-	-	NO
-peer influence	-	-	-	YES
-appropriate expression of feelings	-	-	-	NO
Decision-Making Skills				
-strategies	-	-	-	NO
-coping skills	-	-	-	NO
-refusal skills	-	-	-	NO
-effects of decisions	-	-	-	NO

* Grades 11 and 12 only

TITLE: **PROJECT SMART**
AUTHOR: WILLIAM B. HANSEN, C. ANDERSON JOHNSON, BRIAN R. FLAY, JOHN W. GRAHAM, and MARY A. PENTZ
PUBLISHER: UNIVERSITY OF SOUTHERN CALIFORNIA
EDITION DATE: 1988 COST: $70.00
GRADE LEVEL: NONE IDENTIFIED

OVERVIEW

PROJECT SMART - Self Management And Resistance Training - provides an opportunity for students to learn how to deal with peer pressure by having them practice resistance in a variety of situations. A major component of the program is the mobilization of the positive influence of respected students to strengthen the students' abilities to resist peer pressure (p. viii). This affective-based program is not designed to allow articulation from grade to grade.

SPECIAL FEATURES

- The curriculum is organized into 15 sessions, each containing a variety of activities. Each session begins with a concise cover page listing the materials needed for the session (which are included), the objective of the session, and a background statement (rationale for the session) directed to the instructor.

- Many sessions end with a homework assignment directing the students to interview parents or classmates. These assignments are processed in the next session. Role play is utilized, and "student skill leaders" play an active role.

- At the start of the program, the students select by nomination classroom leaders who will demonstrate skills before the class. As these students are a key component in the program, additional notes to the teacher are included to assist in conducting the selection process. Special training is provided to enable them to appropriately fulfill their leadership role.

COMMENTS

PROJECT SMART is designed to teach responsible decision making and to help students learn to resist negative peer pressure. There is alcohol and other drug information, but imparting this information is a secondary focus of this curriculum.

PROJECT SMART

GRADE LEVEL CONTENT:	K-2	3-6	7-9*	10-12
Substance use/abuse				
-detailed, factual information	-	-	YES	
-identifies local resources	-	-	MINIMAL	
Self-Awareness				
-self-identity	-	-	NO	
-self-image as it relates to behavior	-	-	NO	
Interpersonal Skills				
-personal behavior as it relates to others	-	-	YES	
-peer influence	-	-	YES	
-appropriate expression of feelings	-	-	NO	
Decision-Making Skills				
-strategies	-	-	YES	
-coping skills	-	-	YES	
-refusal skills	-	-	YES	
-effects of decisions	-	-	YES	

* Grade level is not designated.

TITLE: **SKILLS FOR LIVING**
AUTHOR: HOWARD KIRSCHENBAUM, Ed.D., and BARBARA GLASER, M.S.
PUBLISHER: QUEST INTERNATIONAL
EDITION DATE: 1982 COST: $935.00
GRADE LEVEL: 9 - 12

OVERVIEW

SKILLS FOR LIVING is designed to help "students acquire four major competencies: self-discipline, responsibility, good judgment, and an ability to get along with themselves and others." Due to the personal nature of the material, the authors recommend that the course be offered only to students who volunteer and only by instructors who volunteer to participate. The program can be purchased only with an in-service training for instructors.

SPECIAL FEATURES

- The classroom activities are well-defined and outlined. The teacher's guide is clearly formatted and is easy to read and to use. Each unit allows for adaptation to hourly or yearly time constraints. Each session begins with an identification of objectives and lists the preparation and materials necessary for that session.

- Information is derived from the text or from group discussion. The text consists of a series of stories authored by celebrities and "respected authorities." These stories are subjective life experiences of the authors or of students. The anecdotes are interspersed with activities or questions to facilitate discussion; outcomes are reached through group interaction. Discussion may result in values learning based on peer pressure or instructor subjectivity. However, it can also result in an exploration of issues by the group so that the individual can make a more enlightened judgment.

COMMENTS

SKILLS FOR LIVING does not contain factual information on alcohol or other drugs. Decision-making or coping skills as they relate to drug use, alcohol use, or other peer pressure situations are also not addressed.

A subtle prejudice and bias may be promulgated through the examples and pictures used. The chapter on finances seems to assume that all students receive an allowance or hold a paying job, and an illustration indicates the bulk of a students' money goes to gas, movies, clothes, and spending money for the family vacation. The Student Journal states that the financial management unit "will focus on issues we can do something about, such as how we choose to spend the money we do have." (Another example has a child asking for a $70 coat, and the parents "don't want to spend that much.")

This course "should only be taken by those students who plan on participating in the classroom discussion and activities" (Introduction, p. 21). Students or teachers who have difficulty with or are unwilling to be open about personal matters may be uncomfortable with this curriculum since it is based on group activities and discussions that focus on personal beliefs, values, and feelings.

SKILLS FOR LIVING

GRADE LEVEL CONTENT:	K-2	3-6	7-9*	10-12
Substance use/abuse				
-detailed, factual information	-	-	-	NO
-identifies local resources	-	-	-	NO
Self-Awareness				
-self-identity	-	-	-	YES
-self-image as it relates to behavior	-	-	-	YES
Interpersonal Skills				
-personal behavior as it relates to others	-	-	-	YES
-peer influence	-	-	-	NO
-appropriate expression of feelings	-	-	-	YES
Decision-Making Skills				
-strategies	-	-	-	YES
-coping skills	-	-	-	NO
-refusal skills	-	-	-	NO
-effects of decisions	-	-	-	NO

* Grade 9 is included in the 10-12 grade level.

APPENDIX A

SAMPLE CHECKLIST

Adapted from the Handbook for Evaluation and Selection of Curriculum Materials by Meredith Damien Gall.

TITLE:

PUBLICATION & COST

-Authors
    *affiliation
    *background

-Cost
    *purchase or rental
    *can it be purchased without training?
    *replacement of damaged or lost parts

-Edition
    *are copies of earlier edition available?
    *is new edition in development?
    *difference between new & earlier edition

-Publication date

-Publisher
    *affiliation

-Purchase procedures
    *any minimum
    *can extra copies be purchased?
    *can district reproduce consumable components?
    *can district reproduce nonconsumable components?

-Special requirements
    *is additional space or staff required?
    *any cost for inservice/training?
    *time requirements of training
    *are additional resources or facilities needed?

PHYSICAL PROPERTIES

-Aesthetic appeal

-Components
*must district buy all parts?
*easy to identify parts

-Durability
*repairability
*guarantees

-Quality
*materials
*print, illustrations

-Safety (especially important for hands-on and toys)
*are toy parts certified by consumer safety agency?
*does publisher list (mention) safety (recommended ages, etc)?
*can any part cause emotional upset (sensitivity to children's personal issues)?

CONTENT

-Goals of program

-Instructional objectives
  *clearly stated

-Issues orientation
  *both sides presented
  *bias (sexual, racial, economic, cultural)
  *alternatives offered (omission or inclusion)

-Multiculturalism
  *are specific groups mentioned?
  *how are they addressed?

-Scope and sequence
  *clearly stated with rationale
  *articulated across grade levels

-Sex roles
  *equity (no stereotyping)

-Time-boundedness
  *look for style of dress, language, etc., that would date material

-Detailed, factual information regarding alcohol/other drugs
  *physiological effects
  *psychological effects
  *sociological effects
  *legal implications

-Detailed information on availability of helps resources
  *pupils
  *family
  *friends

-Decision-making skills

-Coping skills

-Development of activities/attitudes consistent with healthy life style

INSTRUCTIONAL PROPERTIES

-Assessment devices
- *variety
- *answer key provided
- *related to objectives
- *scoring guides/norms

-Comprehensibility
- *clarity of materials, guides
- *appropriate for grade level
- *are support materials relevant to objectives?

-Individualization
- *will this be possible? is it easily accomplished?
- *can it be done with minimal effort by teacher?

-Instructional effectiveness
- *data provided by publisher
- *field tested in a range of districts
- *other district use (locally, nationally)

-Learner characteristics
- *is it age appropriate?
- *is it for specific learner (special education, high school, low reading level, etc.)?
- *who might (will) have trouble with it?

-Length
- *time per unit/component
- *can teacher adjust it without affecting sequence?
- *can teacher adjust it without affecting goals or content message?

-Motivational properties
- *for student
  - -a variety of involvement strategies
  - -follow-up strategies
- *for teacher
  - -prerequisites
  - -ease of use
- *specific or inferred
- *can student use it without prerequisite?
- *specialized teacher knowledge needed

APPENDIX B

NEW JERSEY STATE DEPARTMENT OF EDUCATION
SCOPE AND SEQUENCE
FOR CHEMICAL HEALTH EDUCATION

KINDERGARTEN - GRADE 2

Substance Use and Abuse Information

1. Recognize the purpose of medicine and drugs.
2. Name substances commonly considered drugs.
3. Identify rules for the safe use of medicines, toxic substances, and unknown substances.
4. Identify the physical and behavioral effects of commonly used drugs.

Self-Awareness

1. Identify each person as unique and special, worthy of respect by others, as well as ourselves.
2. Recognize different common human feelings and ways to express and deal with them.
3. Describe positive qualities of self and others.

Interpersonal Skills

1. Recognize how one's behavior affects others.
2. Identify how to make and keep friends.
3. Recognize appropriate ways to express feelings.

Decision Making

1. Recognize problems as a part of life and ways to deal with them.
2. Recognize choices we all have.
3. Recognize steps of a decision-making process.
4. Demonstrate saying "no" assertively.

GRADES 3-6

Substance Use and Abuse Information

1. Define drug (any substance that affects the way the mind and body function).
2. Describe correct use of medicines (over-the-counter and prescription) and how they can safeguard our health.
3. Recognize the physical and behavioral effects of alcohol, nicotine (smoking and chewing tobacco), and marijuana.
4. Identify reasons why some young people use alcohol and other drugs.
5. Identify why drinking alcohol and taking other drugs is a bad decision for young people.
6. Recognize the signs and symptoms of alcohol and other drug misuse/dependency and how this affects family members.
7. Recognize that help can be found for the family and chemically dependent person.

Self-Awareness

1. Recognize each person, including self, as special and unique.
2. Identify own and others' feelings.
3. Recognize that a positive self-image enables us to accept ourselves, interact with others, and make responsible decisions.
4. Recognize how our emotions affect our health and well-being.
5. Recognize personal and others' strengths and areas for improvement.
6. Identify positive ways to deal with troubling feelings, such as anxiety, anger, fear, and hurt.

Interpersonal Skills

1. Recognize how the groups to which we belong influence how we think and act.
2. Understand that recognizing and communicating feelings helps us to solve problems and resolve conflicts.
3. Demonstrate appropriate ways to express feelings.
4. Demonstrate interpersonal skills, such as listening, talking, and assertiveness.
5. Identify strategies that help in coping with stress.

Decision Making

1. Recognize that we are responsible for our own behavior.
2. Name positive alternatives to drug use, misuse, and abuse.
3. Use a decision-making (or problem-solving) model.
4. Demonstrate refusal skills.

GRADES 7-9

Substance Use and Abuse Information

1. Understand classification systems for drugs and their general effects.
2. Understand the short- and long-term effects of alcohol (include alcoholism & FAS), nicotine (smoking and chewing tobacco), and marijuana on the body and behavior.
3. Explain the effects of alcohol and drugs on pregnancy.
4. Explain laws relating to use, sale, and possession of alcohol and other drugs.
5. Compare and contrast why some young people use alcohol and other drugs and some do not.
6. Analyze advertising and marketing techniques for alcohol and other drugs.
7. Understand what chemical dependency is and how the chemically dependent person hurts himself/herself and others.
8. Identify local resources (school, community support groups) for drug and alcohol information and treatment.
9. Describe why drinking alcohol and taking drugs is a bad decision for young people.

Self-Awareness

1. Understand each person, including self, as special and unique.
2. Define self-image.
3. Recognize the relationship between self-image and a healthy lifestyle.
4. Understand personal and others' strengths and areas for improvement.
5. Understand why a positive self-image enables us to make responsible decisions regarding risk-taking behaviors.
6. Recognize personal needs and ways to meet these without drugs.
7. Understand and practice positive ways to deal with troubling feelings such as anxiety, anger, fear, and hurt.

Interpersonal Skills

1. Understand how the groups to which we belong influence how we think and act.
2. Demonstrate strategies for making and keeping friends.
3. Practice communicating feelings and needs.
4. Identify healthy ways to have fun without alcohol and other drugs.
5. Understand the role of peer pressure and its influence on our decision to use or not use alcohol and other drugs.
6. Identify people in the family, school, and community who can help with personal problems/questions.

Decision Making

1. Understand the influence of the family, peers, community, and the media on our decisions regarding use of drugs, alcohol, and tabacco.
2. Identify and practice problem-solving steps.
3. Identify stressful situations and ways to deal with them.
4. Demonstrate the use of refusal skills.
5. Recognize there are positive alternatives to drug use, misuse, and abuse.

GRADES 10-12

Substance Use & Abuse Information

1. Discuss classification system for drugs and their general effects.
2. Understand the short- and long-term effects of alcohol, nicotine (smoking, chewing tobacco, including second-hand smoke), marijuana, cocaine, and other drugs on the behavior and relationships.
3. Understand drug and alcohol effects on pregnancy and fetal development.
4. Recognize the early signs of chemical dependency.
5. Understand individual and community interventions for dealing with substance abuse problems.
6. Recognize community treatment resources for chemically dependent persons and their families.
7. Recognize coping strategies for living in a chemically dependent family.

Self-Awareness

1. Appreciate positive qualities of self and others.
2. Explain the importance of self-esteem.
3. Understand the relationship between self-image and behavior.
4. Practice ways to improve self-image, i.e., setting and achieving goals.
5. Explain how self-esteem can influence substance abuse.
6. Identify and analyze positive adult role models.
7. Identify and practice ways to manage stress and adjust to change.

Interpersonal Skills

1. Practice skills necessary for sustaining interpersonal relationships.
2. Use decision-making strategies to resolve conflicts with self, peers, parents, and authority figures.
3. Demonstrate an understanding and acceptance of others' feelings and needs.
4. Practice ways to relieve stress through non-drug involved means.

Decision Making

1. Analyze the influence of family, peers, community, and media on decisions regarding substance use.
2. Practice a decision making process regarding substance use and driving and other high-risk behaviors.
3. Practice refusal skills in situations involving substance use.
4. Recognize the effect of short-term decisions on long-term goals.

APPENDIX C

PROGRAM EVALUATION

Program Evaluation

Asking Goal Questions: The Key to Evaluation

Program evaluation begins with questions that people involved with the project want answered. A first task that helps one ask good questions is to use categories to describe the program model. The following categories can help in the description: resources; program of service; immediate results; and outcomes. For example, a parent substance abuse prevention model might be described this way:

Resource	Program of Service	Immediate Results	Outcome
Trainers Curriculum package PTS Sponsorship	Five weekly parenting classes	Parents will: 1. Establish clear family expectations about alcohol and drugs in their family. 2. Strengthen family bonding by increasing children's role in the family.	Fewer children will experiment with alcohol or marijuana before leaving junior high

Following a description of your model, the next task is to identify questions about one or more of these categories. What do staff and interested others need to know about the program to make decisions about its future? The questions themselves can most helpfully be thought of as being about effort, effectiveness, and efficiency.

Effort, Effectiveness and Efficiency

The program evaluation phase examines the quality and impact of the program effort. The examination of quality includes an evaluation of program implementation, level of effort, and efficiency. Impact evaluation, or the evaluation of effectiveness, measures the effects on students. In a substance education program, of course, there may be short-term effects, immediate results, and long-term effects, outcomes. Questions of efficiency are concerned with the cost to achieve an immediate result or desired outcome.

Substance Education Program Evaluation Standards

The following criteria would be applicable to any program of substance/abuse prevention education for schools:

I. Information about substances used in the program should be scientifically valid and based on information from known and credible sources. (content validity)

II. There should be adequate planning for a comprehensive approach to the issue of substance abuse prevention, including efforts in prevention, intervention, and aftercare. (process integrity)

III. There should be evidence of full implementation of the planned program.

IV. Measures of immediate results and outcomes should be based on standards established for and specifically relevant to the goals and objectives of the program. An appropriate evaluation design and statistical procedures should be used to answer the questions posed in the evaluation.

Prevention and Intervention

This discussion assumes that there are two main components in a substance-abuse program: prevention delivered primarily through in-class instruction, and intervention, or early treatment of students with substance-abuse problems. Prevention activities may be designed to increase student knowledge about the effects of substances, to develop social skills such as handling peer pressure, and to improve the student's self-concept and self-esteem through problem solving. The second component of the program, the intervention phase, involves a trained counselor working with students who are having difficulty with substance abuse. Intervention also should include an aftercare component for working with students who have returned from an institutional treatment experience. This has been found to be an especially vulnerable period for students.

The evaluator need not assume that every district has both components in place or that a program which does not have both is necessarily deficient. The measurement of program effectiveness should take into account the comprehensiveness of the overall approach.

This document discusses the evaluation of prevention programs. Because of the complexity of intervention and the involvement of agencies outside the school, the evaluation of intervention programs goes beyond the scope of this paper.

EFFORT

Self-Monitoring of Implementation

Examining effort requires asking questions about implementation. Typical aspects of implementation of a prevention program include numbers of hours of classroom instruction, lessons taught, materials used, as well as project coordination and resources utilized. Cook and Poole (1982) have shown how including data on levels of implementation as related to program effects can increase the statistical power of the analysis and more clearly identify real program effects.

Measures of Implementation

In measuring degree of implementation of the program, information must be collected about context variables and about actual implementation of a clearly identified program model. If comparisons are desired, a description is needed of the comparison group and of the instruction or "treatment" (if any) to which it has been exposed. See Morris and Fitz-Gibbon (1978) or Tuckman (1979) for forms and procedures.

A thorough evaluation of effort that focuses on implementation includes consideration of the following:

Context Characteristics

1. Background and context information about the program:

   a. What is the origin of the program?
   b. How was the decision to adapt/develop made?
   c. Are there prevention and intervention components?
   d. What is the extent of participation?
   e. Was there a valid determination of need?
   f. What is the relationship of goals to the program model selected?
   g. What is the target student group?
   j. What are the qualifications of the district to do this program?

2. Critical features of the programs

   a. Program rationale
   b. Elements of the model
   c. Resources
   d. Physical setting of instruction
   e. Student/teacher activities
   f. Parent involvement

EFFECTIVENESS

Decisions about the effectiveness of the program for students should be based on the local goals and objectives and on comparisons with children of similar age who are not exposed to the program. Each goal should be evaluated as an aggregation of objectives. Such evaluations should consist of measurement of the change in status of students from the pre-program period to the post-program period.

Comparisons with other samples (normative data) are most useful in examining the effects of the program on student knowledge, attitudes, and behavior. Such norms can provide a baseline for comparing local results with results achieved elsewhere. However, the ultimate judgment of effectiveness will be based on local standards.

Immediate Results and Outcomes

The prevention phase of a program involves classroom instruction and related activities. Such instruction may use locally developed or commercially prepared materials. These materials should be studied when developing evaluation objectives. Frequently, commercial materials will include evaluation materials and suggested methodologies.

The following is a listing of typical variables to be measured summatively and of methods to measure them. Some may constitute the immediate results of a program, e.g., student knowledge of characteristics of drugs, while others may constitute longer-term outcomes of the program, such as sustained practicing of refusal skills.

Variable	Method
A. Cognitive	
Student knowledge of:	
Effects of drugs/alcohol on body	Written Test
Characteristics of drugs	Written Test
B. Affective/Interpersonal	
Student growth in:	
Self-Concept	Coopersmith scale, et al.*
Friendships	sociogram See Educational
Self-Esteem	ISR (Biblio., #1)
Attitudes toward drug use	
C. Behavioral	
Student growth in:	
Decision making	Role-plays, SPS (Organizations, #8)
Problem solving	Role-plays, SPS (Organizations, #8)
Assertiveness	Simulations
Social skills (refusal skills)	Discussion groups; (SPS Organizations, #8); PMHP Organizations, #7)

The following are appropriate measurement designs and strategies for the above:

Student Variable	Strategy	Statistic
Knowledge	Pre-Post-test with comparison group	t-test
Self-concept	Checklist with norm-comparison	NCE Improvement
Social skills	Teacher observation, student interviews	Frequency-Count
Intent-to-use	Checklist with norm-comparison	Frequency-Count
Actual usage	Self-report with norm-comparison	Rates, use of initiatives

For most of the above, commercial or standardized instruments already exist. A good source of information about such tests or checklists is the test collection or the many Test Bulletins of the Educational Testing Service (ETS). ETS staff will help search for appropriate instruments or references. ETS also publishes an extensive series of hard-copy test bibliographies covering achievement, aptitude, attitudes and interests, sensorimotor, and personality variables. The Bibliographic Retrieval Services (BRS) systems permit access to multiple data bases. For any measurement of affective variables, you should search for a standardized instrument before attempting to develop one.

*Rosenberg Testing Service circular.

EFFICIENCY

Efficiency relates to the cost of producing results. These costs can be in the form of dollars, staff time, curriculum materials, planning time, client investment, or other measurable program resources. Thus, efficiency is not measured in terms of dollars alone, but in terms of time -- that of staff and others -- and other resources required for the program. Efficiency is determined by the level of effort required to produce the desired results or outcome. Comparisons such as these are the basis of efficiency questions. They require one to balance costs in terms of dollars or resources with differing outcomes, such as the number of parents brought into a program, the change in level of substance use, or the proportion of students showing gains in problem-solving skills. Answering questions of efficiency helps one plan future allocation of resources and configuration of program services.

Organizations

The U.S. Alcohol Drug Abuse and Mental Health Administration (ADAMHA) has produced a comprehensive, practical guide to evaluating substance abuse programs. A checklist for conducting the evaluation is included in this document as Attachment A. The department highly recommends this publication, Handbook for Evaluating Drug and Alcohol Prevention Programs Staff/Team Evaluation Prevention Programs (STEPP), by J. David Hawkins, Ph.D., and Britt Nederhood, Ph.D.

Reprints will be available in 1990 from the National Clearinghouse on Substance Abuse Prevention, 5600 Fishers Lane, Rockville, MD 20857, (301) 468-2600).

In addition to ADAMHA, the following organizations also have material helpful to schools designing and evaluating a prevention program.

1. University of Michigan
   Institute for Social Research
   426 Thompson
   Ann Arbor, Michigan 48106
   (conducts national survey of high school seniors)

2. Educational Computing Network
   10 Park Avenue
   Edison, New Jersey 08832
   (processes data)

3. National School Public Relations Association
   1801 North Moore Street
   Arlington, Virginia 22209
   (publications)

4. Educational Testing Service
   Test Collection
   Carter Road
   Rosedale, New Jersey 08626
   (bibliography of tests)

5. Data Base, Inc.
   315 South Allen Street
   426-A Atrium
   State College, Pennsylvania 16801
   (questionnaires, publications)

6. Bibliographic Retrieval Services, Inc.
   1200 Route 7
   Latham, New York 12110
   (on-line search of data bases)

7. Primary Mental Health Project
   575 Mt. Hope Avenue
   Rochester, New York 14607
   (questionnaires, consultation)

8. Social Problem Solving Project
   240 Stelton Road
   Piscataway, New Jersey 08854
   (questionnaires, program design, consultation)

9. Datapro Research Corporation
   1805 Underwood Boulevard
   Delran, New Jersey 08075

10. The National Clearinghouse on Substance Abuse Prevention
    5600 Fishers Lane
    Rockville, Maryland 20857
    (publication)

Attachment A

Six Steps for Evaluating Your Program

Step 1: Choosing an Evaluation Question Date Completed: _____

Questions to Be Answered
[Meeting 1: Week 1 of Evaluation Year]

_____ Part 1: Review the model of your program.
_____ Part 2: Raise questions about your program. What do you want to know?
_____ Part 3: Discuss effort, effectiveness, and efficiency in relation to your questions.
_____ Part 4: Identify a purpose and audience for the evaluation.
_____ Part 5: Choose the question your evaluation will answer.

Step 2: Designing an Evaluation Date Completed: _____

Evaluation Design
[Meeting 2: Week 2 of Evaluation Year]

_____ Part 1: Consider possible evaluation designs.
_____ Part 2: Choose the design that fits your question and situation.
_____ Part 3: Define your sample.

Step 3: Designing Measurement Instruments Date Completed: _____

Outcome Measurement
[Meeting 3: Week 3 of Evaluation Year]

_____ Part 1: Measuring the results of your program.
_____ Part 2: Deciding on background data.

Implementation Measurement
[Meeting 4: Week 4 of Evaluation Year]

_____ Part 3: Consider instruments for measuring implementation.

Step 4: Building a Data Collection Plan Date Completed: _____

Organizing and Collecting Data
[Meeting 5: Week 5 of Evaluation Year]

_____ Part 1: Plan how to collect the data. How often will you collect it? Who will do it?
_____ Part 2: Pilot test instruments and collection plan.

Troubleshooting Measures and Collection Procedures
[Meeting 6: Week 6 of Evaluation Year]

_____ Part 3: Monitor field reports on measures and procedures. Adjust as needed.

Step 5: Analyzing the Data Date Completed: _____

Planning for Data Analysis
[Meeting 7: Week 7 of Evaluation Year]

_____ Part 1: Choose analysis procedures.
_____ Part 2: Design tables and graphs for reporting results.
_____ Part 3: Begin collection data.
_____ Part 4: Monitor data collection regularly.

Analysis of Data
[Meeting 8: Week 45 of Evaluation Year]

_____ Part 5: Analyze data.

Step 6: Reporting the Findings Date Completed: _____

Reporting the Findings
[Meeting 9: Week 47 of Evaluation Year]

_____ Part 1: Complete "dummy" graphs and tables for reporting findings and plan presentation of data.
_____ Part 2: Role play presentation to target audience, adding data needed to respond to audience questions.
_____ Part 3: Report your findings to identified audiences.

Making Use of What You've Learned
[Meeting 10: Week 50 of Evaluation Year]

_____ Part 4: Adjust your program based on what you've learned.

Celebrate Your Accomplishments!

_____

Note: Meetings 1, 5, and 9 should involve your whole staff.

APPENDIX D

PUBLISHER INFORMATION

N.J. ALCOHOL/DRUG RESOURCE CENTER AND CLEARINGHOUSE
NEW JERSEY STATE DEPARTMENT OF EDUCATION
CURRICULUM EVALUATION PROJECT

ELEMENTARY PROGRAMS

THE ABC'S OF PREVENTION (Grades K - 3)
San Juan Unified School District
3738 Walnut Avenue
Carmichael, California 95608

ALCOHOL: THE GATEWAY DRUG (Grades K - 12)
New York State Division of Alcoholism and Alcohol Abuse
194 Washington Avenue
Albany, New York 12210

BEING FREE (Grades K - 12)
Minnesota Prevention Resource Center
P.O. Box 101
Anoka, Minnesota 55303

CHILDREN ARE PEOPLE CHEMICAL ABUSE PREVENTION (Grades K - 6)
Children Are People Program, Inc.
493 Selby Avenue
St. Paul, Minnesota 55102

DECISIONS ABOUT DRINKING (Grades 3 - 12)
CASPAR Alcohol Education Program
226 Highland Avenue
Somerville, Massachusetts 02143

DIS N' DAT (Grades 4 - 6)
San Juan Unified School District
3738 Walnut Avenue
Carmichael, California 95608

DON'T BE A DOPE ... SAY NOPE (Young Children)
Imperial International Learning Corporation
P.O. Box 548
Kankakee, Illinois 60901

HEALTH SKILLS FOR LIFE (Grades K - 12)
Health Skills for Life
c/o Jim Terhune
20 East Thirteenth Avenue
Eugene, Oregon 97401

HERE'S LOOKING AT YOU, 2000 (Grades K - 12)
Comprehensive Health Education Foundation
20832 Pacific Highway South
Seattle, Washington 98188

I'M SPECIAL (Grades 3 & 4)
The Drug Education Center
500 East Morehead Street
Charlotte, North Carolina 28202

IT'S YOUR CHOICE SERIES (Grades 5 - 8)
Network Publications
A Division of ETR Associates
P.O. Box 1830
Santa Cruz, California 95061-1830

LEARNING ABOUT DRINKING (Grades K - 3)
CASPAR Alcohol Education Program, Inc.
226 Highland Avenue
Somerville, Massachusetts 02143

LEARNING ABOUT DRUGS (Grades K - 6)
CASPAR Alcohol Education Program
226 Highland Avenue
Somerville, Massachusetts 02143

MC GRUFF'S DRUG PREVENTION AND CHILD PROTECTION PROGRAM
(Grades K - 6)
McGruff School Program
Puppet Productions
P.O. Box 82008
San Diego, California 92138

MORE MAKING FRIENDS, MAKING CHOICES (Grades K - 6)
Mount Auburn Hospital Prevention and Training Center
24 Crescent Street
Waltham, Massachusetts 02154

NOT FOR ME (Elementary)
Purcell Productions, Inc.
484 West 43rd Street (#23-M)
New York, New York 10036

OPERATION AWARE (Grades 4 - 6)
c/o Drenk Mental Health Center
568 High Street
Burlington, New Jersey 08016

PARENT AND STUDENT SUBSTANCE USE PREVENTION (PASS-UP)
(Grades 6 - 7)
American Lung Association of Los Angeles County
5858 Wilshire Blvd.
Los Angeles, California 90036

PROJECT CHARLIE (Grades K - 6)
Project Charlie
5701 Normandale Road
Edina, Minnesota 55424

PROJECT OZ (Grades K - 12)
Project Oz, Inc.
104 East Washington Street
Bloomington, Illinois 61701

TEACHING ABOUT DRUGS (Grades K - 12)
American School Health Association
P.O. Box 708
Kent, Ohio 44246

WACADA (Grades K - 6)
WASHINGTON AREA COUNCIL ON ALCOHOLISM AND DRUG ABUSE, INC.
1232 M Street N.W.
Washington, N.C. 20005

JUNIOR HIGH SCHOOL PROGRAMS

CHOICES
Health Communications, Inc.
2119-A Hollywood Blvd.
Hollywood, Florida 33020

FROM PEER PRESSURE TO PEER SUPPORT (Grades 7-12)
Johnson Institute
7151 Metro Blvd.
Minneapolis, Minnesota 55435-3425

HEALTH CHOICES
Hazelden Foundation
1400 Park Avenue South
Minneapolis, Minnesota 55404

HEALTH EDUCATION: SUBSTANCE ABUSE PREVENTION (Grades 7-9)
New York State Division of Alcoholism & Alcohol Abuse
194 Washington Avenue
Albany, New York 12210

OPERATION AWARE
C/O Drenk Mental Health Center
568 High Street
Burlington, New Jersey 08016

PICADA 6 - 7 - 8 (Grades 6-8)
PICADA, Inc.
17 North Webster Street
Madison, Wisconsin 53703

SKILLS FOR ADOLESCENCE (Grades 6-8)
Quest International
537 Jones Road P.O. Box 566
Granville, Ohio 43023-0566

HIGH SCHOOL PROGRAMS

ALCOHOL, DRUGS, DRIVING AND YOU (ADDY)
Prevention Center
250 Arapahoe
Boulder, Colorado 80302

FETAL ALCOHOL SYNDROME EDUCATOR'S GUIDE
Information Clearinghouse
111 Capitol Mall Room 160
Sacramento, California 95814

FIGHTING INVISIBLE TIGERS
Free Spirit Publishing Company
123 North Third Street
Minneapolis, Minnesota 55401

MARIJUANA: TIME FOR A CLOSER LOOK
Healthstar Publications
P.O. Box 8426
Columbus, Ohio 43201

PICADA 3T (Junior and Senior High)
PICADA, Inc.
17 North Webster Street
Madison, Wisconsin 53703

PROJECT SMART
Institute for Health Promotion and
Disease Prevention Research
University of Southern California
35 North Lake Avenue
Pasadena, California 91101

SKILLS FOR LIVING
Quest International
537 Jones Road
P.O. Box 566
Granville, Ohio 43023-0566

BIBLIOGRAPHY

BIBLIOGRAPHY

Anderson, P.; Fox, S. L.; & Salmon, J. (1987, October). Curricula and programs for drug and alcohol education. Program Report. Portland, OR: Northwest Regional Educational Laboratory.

Bernard, B.; Fafoglia, B.; & Perone, J. (1987, October). Knowing what to do - and not to do - Reinvigorates drug education. ASCD Curriculum Update.

Fox, S. L.; Forbing, S.; & Anderson, P. A. (1987, October). Planning model for successful drug-free schools." Program Report. Portland, OR: Northwest Regional Educational Laboratory.

Gall, M. D. (1981). Handbook for evaluation and selection of curriculum materials. Boston, MA: Allyn & Bacon.

National Institute on Drug Abuse. (1988, August). Highlights of national adolescent school health survey, drug and alcohol use. NIDA Capsules. Rockville, MD.

Johnston, L. D.; O'Malley, P. M.; & Bachman, J. G. (1987). National trends in drug use and related factors among American high school students and young adults. Rockville, MD: National Institute on Drug Abuse.

New Jersey State Department of Education. (1985). Chemical health education guidelines. Desk reference manual on student drug and alcohol use. A comprehensive planning guide, Appendix 10. Trenton, NJ.

New Jersey State Department of Education. (1987, June). Helping schools prevent drug and alcohol abuse. Trenton, NJ.

Ray, O., Ph.D.; & Ksir, C., Ph.D. (1983). Drugs, society and human behavior. 4th ed. St. Louis, MO: Times Mirror/Mosby College Publishing.

Evaluation Bibliography

Books

1. Guba, E. G.; & Lincoln, Y. (1981). Effective evaluation. San Francisco: Jossey Bass, Inc.

2. Fisher, W. S. (1984). Drug and alcohol use among New Jersey high school students. New Jersey Department of Law and Public Safety.

3. Miller, J. D. (1983). National survey on drug abuse: Main Findings 1984. Rockville, MD: U.S. Department of Health and Human Services, National Institute on Drug Abuse.

4. Johnston, L. D., M.D.; & Bachman, J. G., Ph.D. (1981). Student drug use in America 1975--1981, Highlights. Rockville, MD: National Institute on Drug Abuse.

5. Morris, L. L.; & Fitz-Gibbon, C. T. (1978). How to measure program implementation. Beverly Hills, CA: Sage Publications.

6. Tuckman, B. (1979). Evaluating Instructional Programs. Boston, MA: Allyn and Bacon, Inc.

Periodicals

1. News on Tests. Published monthly by the Test Collection, Educational Testing Service, Princeton, New Jersey.

2. PS Buyers Guide. Published quarterly by Ziff-Davis Publishing Company. One Park Avenue, New York City.

3. Cook, T. J.; & W. Kenneth Poole. (1982). Measurement of implementation and its statistical effect on outcomes. Evaluation Review, 6(3).

4. Thompson, K. (Ed.). Data Sources. Published quarterly by Ziff-Davis. The definitive guide to all software products and companies. Available in the reference section of most libraries.

JB/mh:1/8561j & 8904j

Division of General Academic Education
New Jersey State Department of Education

BEST COPY AVAILABLE